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AUTHOR Schaeffler, Walter S.; Collier, Anne E.
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ABSTRACT

The interdisciplinary curriculum on global economic and social development and interdependence traces Western development trends, investigates current issues and processes in development, and offers a development planning exercise. An introductory section serves as a teacher's guide. It discusses the skills developed by the activities, suggests scheduling alternatives, and offers ideas for evaluation. Objectives include helping students develop a global perspective, examine personal attitudes and sense of individual responsibility, and understand why there is disparity of wealth and power among nations. Unit I introduces the concepts of interdependence and development, explores the ties of the local community to the world, discusses effects of modern communications and transportation technology, and examines the impact of the global superstructure upon traditional societies. Unit II draws on the modern history of Europe and America to give background to the study of development and to emphasize that the West is still undergoing development. Unit III introduces basic economic terms, defines social development and its indicators, outlines important elements of national development, examines critical issues facing developed and developing nations, and requires students to create a development plan. The guide lists resources for each unit as well as an annotated bibliography of 143 citations. (Author/AV)

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DEVELOPMENT AND INTERDEPENDENCE

A One-Semester Model Curriculum

for Secondary Schools and Undergraduate Colleges

Prepared by

Walter S. Schaeffler, Director of Education

Assisted by

Anne B. Collier, Research Associate

SP 011 181

Global Development Studies Institute

P.O. Box 522, 14 Main Street, Madison, N.J. 07940

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PREFACE

How does a generation with one mind-set teach a younger generation to form a different mind-set? That question, which we asked of ourselves in one of our early research papers a decade ago, is still the most puzzling of all the multiple questions and problems surrounding global education. Every thinking adult will readily acknowledge that our lives and fortunes are increasingly impacted by actions and decisions occurring beyond our borders. The cost of energy, our balance of payments deficit, the decline in our dollar's worth, inflated commodity prices, the staggering cost of the arms race--these and many more transnational or global issues which affect us daily cannot be resolved unilaterally and for the exclusive benefit of our own country. In turn, though, our actions in political, economic, commercial, and military sectors also impact other societies and countries on all continents.

Global interdependence is a fact of contemporary life. Americans now in school and college inevitably will live and work in an increasingly interdependent world. In preparation for their adult years both as citizens and in their work, surely they should learn about the world. But, learn from whom? That is the dilemma, for all of us adults were taught very little about this planet, its societies and problems, while we were in school. Thus, we feel a degree of incompetence in approaching the teaching of global issues, or in offering courses covering the great continents and people of Asia, Africa, and Latin America. Yet, we cannot countenance the continuation of European history, language, and civilization as solely representing all that our students will need to know about the world. We must try to change.

The staff of this Institute has been privileged to come to know and work with many hundreds of teachers, professors, and administrators who are struggling to correct this appalling gap in American education, through a variety of courses at their own institutions. From them we have learned that a curriculum model, assuming learning skills at the senior high school-introductory college range and a one-semester time frame, would be a most valuable addition to the literature and resources of global education. Just as

the Institute responded, in 1973, to the need for a comparable curriculum of a year's duration (Global Development Studies: Model Curriculum by John P. Rorke), so we are now pleased to offer this fifteen week course, Development and Interdependence.

The Institute believes that, ultimately, successful teaching and learning of any body of knowledge rests upon rigorous curriculum design which meets the tests of educational validity and instructional viability. Thus, while this one-semester course is every bit as rigorous as the full year model, the emphasis is weighted more heavily on development theory and the learning skills necessary to address global interdependencies. Less emphasis is placed on development practice and on in-depth case studies of countries and issues.

The author is Walter S. Schaeffler, Director of Education at the Institute. For nine years Mr. Schaeffler, who holds an M.A. in History, was Chairman of the Social Studies Department at Oak Knoll School in Summit, New Jersey. During these years, he gained much experience as he introduced global education to eleventh and twelfth grade students.

Assisting Mr. Schaeffler in its preparation was Anne B. Collier, Research Associate, and the staff of the Institute. Its Professional Advisory Committee, composed of seven distinguished educators at universities and secondary schools, provided invaluable critical advice and comment as the research and draft sections were under preparation.

It is our hope that this model will serve those teachers and professors who are struggling to put form and meaning into global education. As with any model, it will serve if it stimulates the professional's own thinking about course design and content; there is no claim that it is the only way to teach about the world.

The Institute welcomes critical comment and suggestions. We are indebted to our Trustees and many friends whose financial support has made this publication possible. If it helps change just a few mind-sets, so that others can be reached, and then still others, we shall know that the effort was well worth making.

Wilmer H. Kingsford
President

September 1978

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INTRODUCTION AND TEACHER'S GUIDE

Development and Interdependence is offered as a model for teachers designing courses about the modern world. The curriculum provides guidance for a one-semester course about global development and interdependence, and it is assumed that the teacher will adapt this model to fit his or her needs. The model follows an ideal sequence of concepts and activities beginning with the creation of an awareness in students about the interdependent nature of the modern world. It then traces Western development trends, investigates current issues and processes in development, and ends with a development planning exercise.

The course focuses on the themes of interdependence and the development of nations and draws on materials from the traditional disciplines, reinforcing both basic skills and the students' powers of analysis and synthesis. Topics usually studied separately, such as economics, population, regional geography, agriculture, and environmental issues, are brought together as interdependent elements of a developing world.

Basic Skills:

The curriculum is designed for 11th and 12th grades of senior high school and the introductory years of college. It assumes the students have had some world geography, American and world history, and introductory science and mathematics. While assuming that the students possess the academic skills appropriate to their grade level, it provides throughout the opportunity to reinforce and practice these skills. Among the skills emphasized are reading, discussion, researching information from texts, graphs, charts, and maps, preparing oral and written reports, writing essays, thinking critically and making decisions. If, after surveying the knowledge and skills of your students, you find them adequately prepared in Western history, or geography, or basic economics, or any other area, you may omit or simply review these areas of the curriculum.

Description of Curriculum:

There are three parts to this course, which assumes one 15-week semester. The first unit introduces development and interdependence, explores the ties of the local community to the larger world, discusses the effects of modern communication and transportation technology, and examines the impact of the global "superculture" on traditional societies. Within the three-week time frame for Unit I, the local community survey should take no more than the first week, to maintain the interest of the students. There are several guides to teaching about interdependence through the local community, among them The Local Community and Global Awareness from GDSI. (See references at the end of this section.) The definitions and discussion of the "superculture" and development are essential to this unit and may require more time than the other sections in Unit I.

Unit I includes affective as well as cognitive concepts, and its goal is to help students see themselves, their society, and other people as parts of an interdependent world. Though this is not easy for some students, the development of a global perspective is essential to the success of the course. Customary expectations for learning specific facts and traditional teaching methods such as lecturing should be set aside, to encourage freer student response. The interest and understanding gained in the first unit will help students throughout the course.

"Trends in Western Development," the second unit in the curriculum, draws on the modern history of Europe and America to give a background to the study of development and to emphasize that the West, too, has undergone and is still undergoing development and the changes, problems, and efforts that are part of the process. Most of your attention should probably be devoted to the Industrial Revolution and subsequent history, because industrialization caused dramatic changes in the speed and nature of development. Unit II is not meant to be a long and comprehensive history of the West, but rather a three-week survey of the historical events and trends that continue to play an important role in the worldwide development process. It is important to point out to your class that these events and trends were not isolated, but interacted and influenced one another.

The remaining nine weeks of the semester are devoted to Unit III, "Development Today," the core of this curriculum. Unit III introduces basic economic terms, defines and explains social development and its indicators, outlines the important elements of the development process, examines the critical issues that face developing and developed nations, and provides an opportunity for students to experience the complexity of development planning. The economics section is designed to remedy the frequently inadequate background of students in the economic terms that are essential in the study of development. As with the historical survey in Unit II, the economics section is intended as a background to the study of development

and not as a complete course in economics. The social development section should receive emphasis equal to that given the economics section, since it is too often the case that development is treated as an economic process only. If your students are not already proficient in the use of statistics, they will need guidance in interpreting and assessing the value of statistical information. You may find your mathematics department colleagues can help you in teaching about statistics.

After the introduction of basic economic and social concepts, the section on "Elements of National Development" combines physical and cultural geography. The key, and probably most difficult, idea is the formation of an infrastructure as a prerequisite for further development in a nation. For this section, we recommend the use of case studies of development in particular countries, in order to tie abstract concepts to specific situations. Teachers and students should select the countries for case studies on the basis of interest and availability of information and expertise. We will discuss later in this Guide the problem of obtaining information and classroom materials.

In teaching about technology and development, it is necessary to mention that technology is often a salable commodity, can be deliberately developed, and is not always the product of individual inventive geniuses. While the issues listed in Section D of Unit III should all be mentioned briefly, time limitations will probably permit you to study in depth only two or three of these issues. Whenever possible, point out the interconnections between these issues (for example, between food supply and health) that make them complex and difficult to resolve.

The summary exercise of Unit III and of the curriculum as a whole is the creation of a development plan. It requires the students to synthesize and demonstrate the knowledge and skills they've gained in the course, and will probably take about two weeks. The teacher will need to combine necessary guidance in researching information with encouragement of original thinking. The goal is not the creation of a detailed Five-Year Plan, but an understanding of the complex process of development planning.

Alternative Course Modes:

If you have only a unit or quarter (six to eight weeks) or if your school is on a trimester calendar, you should consider using Section I as the basis for a mini-course. The shorter course would introduce the concepts of development and interdependence, using the local community as a focus, and encourage a cross-cultural, global awareness. The course could serve as an introductory unit to further global studies courses.

If you are interested in teaching global concepts, but cannot teach a separate global studies course, you may adapt concepts in this

curriculum to traditional courses. The section on Western development trends, for example, can provide new perspectives for European or American history courses. A U.S. history course could focus on the development of the U.S. as an example of the development process, or use different states within the U.S. for case studies of different development patterns--Hawaii and Massachusetts, for example. A course on twentieth-century U.S. history can be globalized by studying the interaction of the United States with the world economic and social community. World trade and economic interdependence could be introduced in an introductory economics course. A sociology class might examine the effects of modernization on traditional societies. A cultural geography course stressing the relationship between man and his environment would be a valuable introduction to global education. The study of ecology in a biology class could include a look at world food production or fishing, as well as the environmental issues faced by all nations in their search for energy and food.

Global studies is not solely a social studies course. If the school structure permits, a team-teaching effort by the members of several departments is encouraged and can be very successful. The interdisciplinary approach involves a team of teachers working together to teach a single course. A multidisciplinary approach, usually easier to schedule and organize, is a set of courses taught by individual teachers and based on a common theme. For example, the science teacher can effectively teach the universality of such issues as energy and environment; literature courses can include works by authors from the developing world; and foreign language teachers might stress the discussion of world issues as they affect countries where that language is spoken. (For some ideas and references on interdisciplinary teaching activities, see the reference section following the Teacher's Guide.)

Evaluation:

As with any new course, the global studies course should be evaluated in terms of its goals and objectives. We have outlined the more general goals and objectives of this curriculum, but the individual teacher must write specific objectives to suit his or her needs. Because the objectives and goals in global studies are affective as well as cognitive, student evaluation may require more innovative teaching techniques. For example, student journals kept throughout the course or interviews with the students can indicate the changes in perspective that are vital to this course. Surveying your students' knowledge, skills, and attitudes in a pre-test is a valuable technique. The pre-test can help you choose emphases in your courses and help students assess their own background and attitudes. A post-test can be used for comparison and to indicate student progress, changes in attitude, and the overall effectiveness of the course. You can find a discussion of evaluation techniques for global studies courses, including the kinds of questions suitable for an evaluative pre-test, in Does It Work? by GDSI. (See the Bibliography for ordering information.)

Resources:

Because global studies is not a traditional field, there is no single definitive text nor any pre-packaged multi-media kit. Therefore, you will have to find and assemble your own classroom materials from various sources. The first step is surveying your school and community libraries' resources. Are the maps up-to-date? Will your students be able to find the information they need about issues and countries for their case studies and reports? You may want to suggest some books for the library to purchase, which would serve as background readings for the teacher or as resources for student research. (GDSI has available a list of basic books for global studies, The Global Education Bookshelf. See Bibliography for information.) Some suggestions for special attention: for Unit I, make a preliminary survey of your community to avoid sending students on a wild goose chase; in teaching Unit II, try to use primary sources instead of history textbooks; in Unit III, try to get readings and information from non-Western sources. For Unit III case studies, write to the country embassies or U.N. missions. You can find the addresses in a Washington, D.C., or Manhattan phonebook. These phonebooks are available free of charge from most local telephone offices throughout the country, or may be found in your local library.

At the end of each unit, including the Teacher's Guide we have listed references for both background information and classroom use. These are in abbreviated form, and the full citations with price (where available), ordering address, and annotation are found in the Bibliography, listed by author's or organization's name. In the reference lists following each section, we have marked with an asterisk those publications which we have found particularly useful. We have also listed in our Bibliography resource organizations which will provide information or materials on request.

In summary, the principal goals of this curriculum are:

1. To develop a global perspective--a recognition that nations, issues, and people are interrelated or interdependent.

2. To understand that the uneven development of nations is a process that has created and continues to shape a world of great disparities in wealth and power.

3. To examine the students' own attitudes and values and to gain a sense of individual responsibility as members of an interdependent world.

4. To attain a global perspective through the practice of academic skills and the application of both previously and newly gained knowledge.

The Global Development Studies Institute has a range of services for schools instituting or continuing a global studies program. GDSI holds workshops and visits schools to aid teachers and administrators in designing and implementing global programs, and researches and publishes supporting materials. (See the Bibliography for a list of GDSI publications.) The Institute also maintains a Resource Center with books and periodicals on global education and global issues, as well as a file of secondary and college level curricula relating to global studies. We encourage you to contact the Institute for help or for more information.

Walter S. Schaeffler
Director of Education

Anne B. Collier
Research Associate

References and further reading for Teacher's Guide:

Adams, Conceptual Blockbusting: A Guide to Better Ideas

American Freedom from Hunger Foundation, Guide to Films About Development

Barraclough, An Introduction to Contemporary History, overview

Calderwood, The Developing World, student text

Center for Global Perspectives, Intercom, quarterly for teachers

Fersh, Asia: Teaching About/ Learning From

Global Development Studies Institute:
Does It Work?, evaluation guidelines
The Global Education Bookshelf, bibliography
The Local Community and Global Awareness, community survey
MEMOS, global educators' newsletter

Global Education Outreach Project, Off the Shelf, bibliography

Michigan Department of Education, Guidelines for Global Education

Mid-America Program, Global Perspectives Bibliography

National Association of Independent Schools, Internationalize Your School

Singer and Ansari, Rich and Poor Countries, overview of development economics

Stoker, Energy: From Source to Use, for the global science teacher

Truran, A Practical Guide to Statistical Maps and Diagrams, teacher reference or for the global math teacher

University of Illinois, Visual Aids Service, source of films

University of the State of New York, State Education Department, bibliographies of Indian literature and for the global literature teacher

Washington State Office of Public Instruction, Energy, Food and You, good interdisciplinary guide to global issues

Wood, Directory of Resources on Global Education

World Bank, Catalog of Publications, development statistics

UNIT I: AWARENESS SECTION -- GLOBAL INTERDEPENDENCE

Rationale:

Unit I is designed to help students become aware of interdependence by exploring the interdependence of their local communities with the wider world. After examining the role of communication and transportation technology in creating a transnational "superculture," they will investigate the impact of the "superculture" on traditional society. The last section introduces the concept of development and some of the social and economic statistics that describe it. The study of these statistics reveals the existence of the gap between rich and poor which is a major problem in our modern world.

Objectives:

1. To discover one's attitudes toward and knowledge of other people and world issues. (pre-test)

2. To recognize economic and cultural linkages between the local community and the world.

3. To describe the rapid advance of transportation and communications technology and the creation of a global "superculture."

4. To compare the characteristics of traditional culture and "superculture" and to discuss the interaction of the two cultures.

5. To define interdependence and development.

6. To interpret statistics on development and to use them in identifying the disparities in standards of living among the nations of the world.

Skills:

1. To use and interpret statistics, graphs, charts, and maps.
2. To gather information from the media, interviews, and surveys.
3. To prepare and present oral and written reports.
4. To use simulation games.
5. To write an essay.

A. Local Community and the World -- Interdependence

Today's world is united by swift and efficient transportation and communication into multiple systems which tie local communities to other regions and nations. The variety of products in local stores--for example, clothing from Korea, cameras from Japan and Germany, flowers from Venezuela, and bananas from Costa Rica--illustrates the nature of interdependence. We ourselves, or our ancestors, came from other lands such as these, but we know little about them and their current impact on our lives.

Activities:

1. After explaining to the students the intent and structure of the course, survey their attitudes and knowledge about global interdependence in an ungraded pre-test. The pre-test should reflect the course objectives. Compile the results and make them available for class discussion at the end of Activity #2.
2. Survey the students' experience with products and people of other countries. List the countries referred to on the blackboard.

   Suggested questions:
   Who has traveled overseas? Where?
   Who speaks a foreign language? Which one?
   Who is foreign born? What country?
   Where are your ancestors from?
   Who knows someone from another country?
   Who belongs to an international organization?
   Whose family owns a foreign car? From what country?
   Where does the food you eat come from?
   What foreign restaurants have you eaten in?

Which foreign musicians do you listen to?
What sports or news events have you seen that are televised in another country?

3. Assign and explain the local community survey. To become more aware of the connections between their community and the world, the students should choose one of the following activities and record their findings on file cards or in journals. These will serve as references for an oral report to the class and a written report for the teacher.

   a. Information in the media:

      Assign students an issue from a national magazine or a local or regional newspaper, to record the number and type of articles or advertisements dealing with foreign people, events, or products. Have them watch television for a few days and note the type and number of shows that deal with foreign topics. Be especially careful to note how much coverage is given to international events in network news shows. Keep a record of the number of minutes given to international news from a major network during a three day period.

   b. Local Stores:

      Survey local stores, listing imported items, e.g. cars and bicycles, food and wines, electronic equipment, clothes, plants, photographic equipment, sporting goods, books. Note: If students are to interview store managers, they should prepare beforehand a standard set of questions for the interview, as a classroom exercise.

   c. Local Industry and Business:

      With a list of questions arranged ahead of time in class, interview local businessmen concerning international aspects of their businesses, international sources of raw materials, international markets, export-import operations, connections with overseas firms.

   d. Local Organizations:

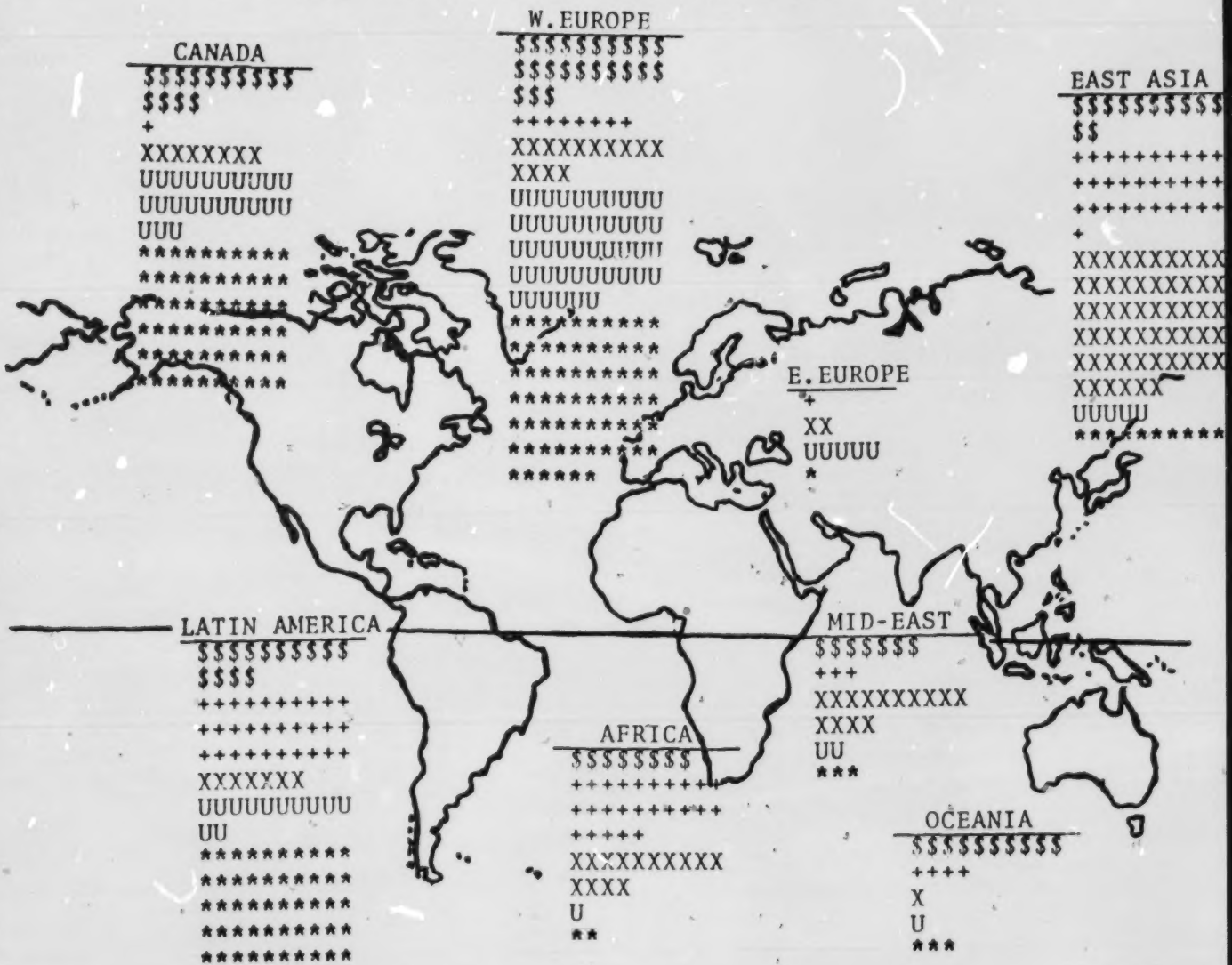
      Find out which organizations in your community have international ties: for example, Red Cross, church and missionary groups, Scouts.

Figure 1.

A BIRD'S-EYE VIEW OF COLUMBUS IN THE WORLD

On the map shown here:

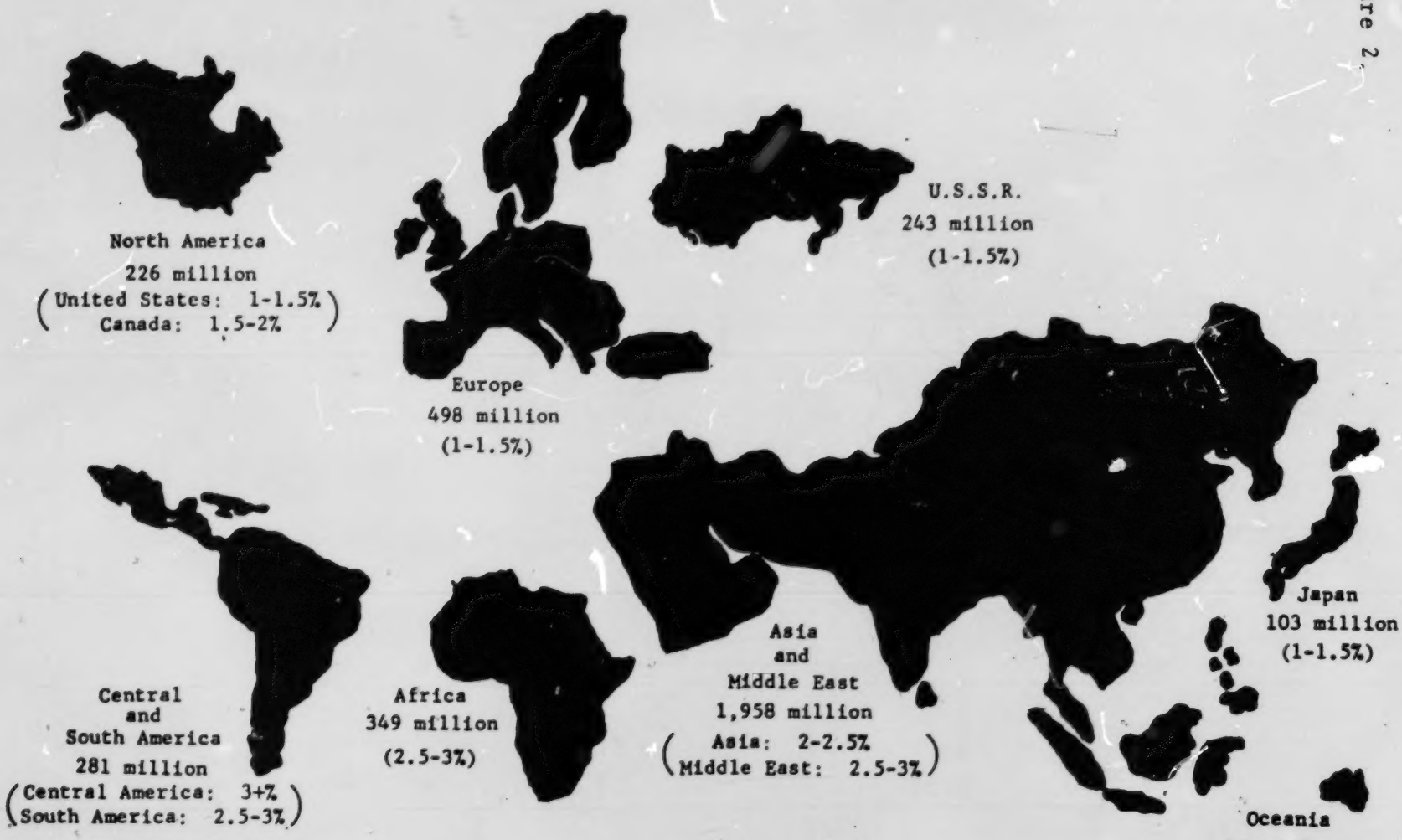
$= 2 business firms exporting to the region
+= 2 religious ties (missions, schools, hospitals)
X= 10 foreign students whose home country was in the region
*= 200 persons traveling to the region
U= 20 Ohio State University faculty activities (research, teaching, study, tours) within the region



from A World of Cities, Alger, p.17. (see Bibliography for full citation)

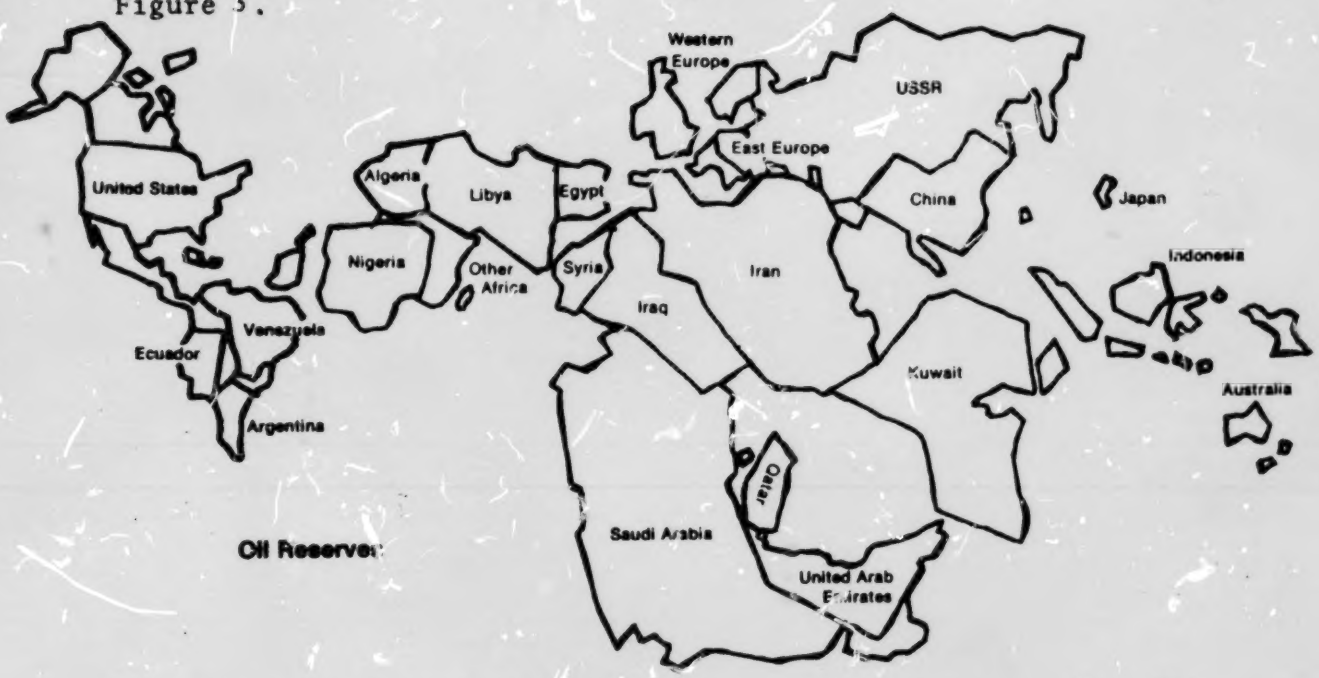
Figure 2.

POPULATION AND POPULATION GROWTH RATE BY MAJOR REGION, 1970
(Regional Areas Drawn to Scale of 1970 Population)



Source: Trends in Developing Countries (Washington, D.C.: World Bank Group, 1973). as appears in Focusing on Global Poverty and Development, Jayne C. Millar, Overseas Development Council, March 1974.

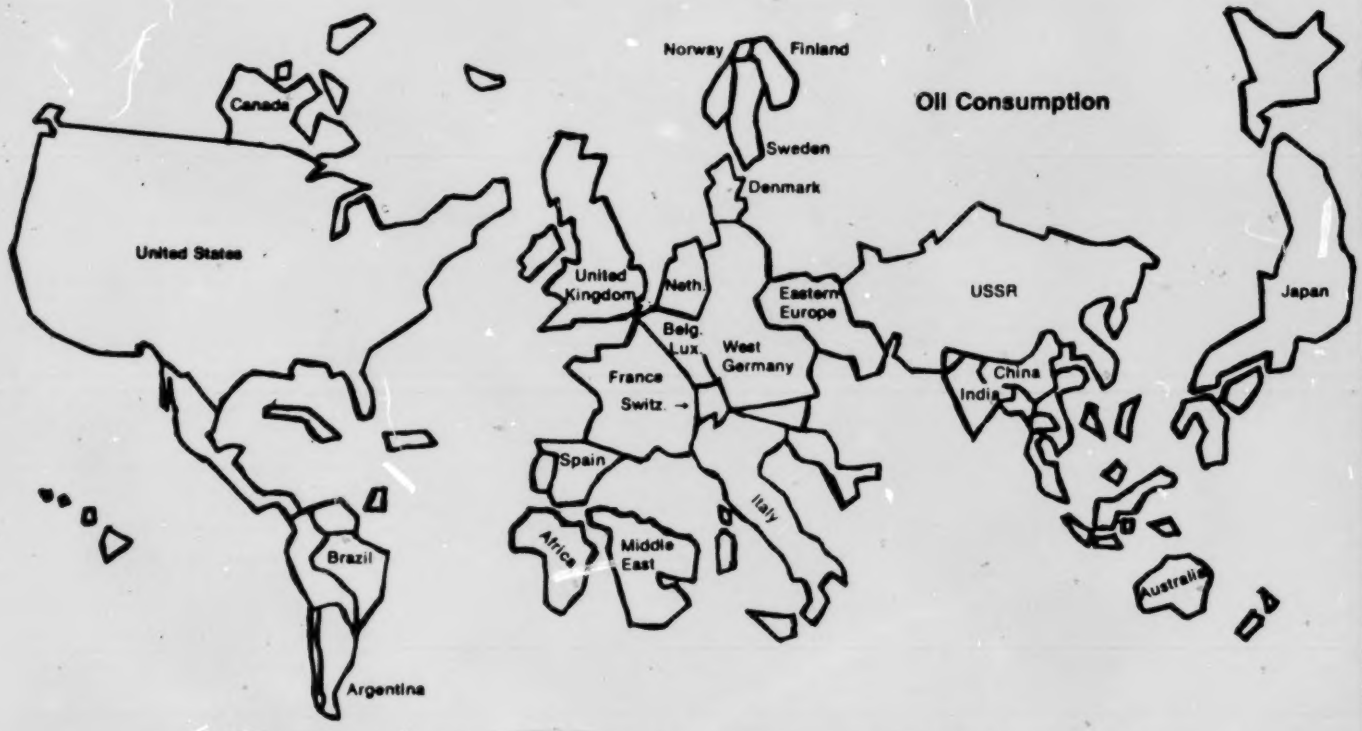
Figure 3.



Oil Reserves

The map above represents nations in terms of total oil now known to be available to meet future energy needs.

The map below shows nations scaled in proportion to their consumption of oil.



Maps from *The Tricentennial Report: Letters From America* (1977), courtesy Atlantic Richfield Company.

as appears in Intercom #89, June 1978, Center for Global Perspectives, p. 4.

4. World Outline Maps Exercise

Have the students fill in the names of countries, bodies of water, and the continents on outline maps, and then correct the maps using desk copies of detailed world maps. Discuss the findings. Hand out a rough proportional map of the world, made on the basis of the number of times a country was mentioned in the survey from Activity #2. [See Figure 1 for a graph compiling information from a local community survey in Columbus, Ohio.] Compare this proportional map with others based on other criteria such as energy resources, per capita income, food production, population. [See the proportional maps based on population and on oil resources and consumption, Figures 2 and 3.] Discuss the implications. (How are different countries significant in different ways? Do the students know about these different countries?)

5. Class Discussion: Local Community and the World

After the students have reported the results of the local community survey to the class, discuss the results.

Questions for discussion:
How is our community linked to the world economically?
How is it linked socially?
How would the loss of these links affect the community?
    Would jobs be lost?
    Would stores go out of business?
    Would we have to do without some things?
What areas of the world affect our community most directly?
What areas do we know most about?
Are these areas the same?
    Do we know about the areas that affect us?

As a class, arrive at a definition of interdependence. Ask students to write a paragraph individually, defining the term interdependence in their own words and giving examples of it.

B. Communications and Transportation

Advances in communications and transportation technology have helped create an interdependent world. These advances have shortened the time necessary for people, products, ideas, and news to move from one part of the world

to another. Nations and cultures formed when travel was difficult and communication was slow are now separated by only minutes or hours. Traditional cultures within nations are in many cases giving way to a transnational "superculture" created by modern technology. The implications of this recent development are still not fully understood.

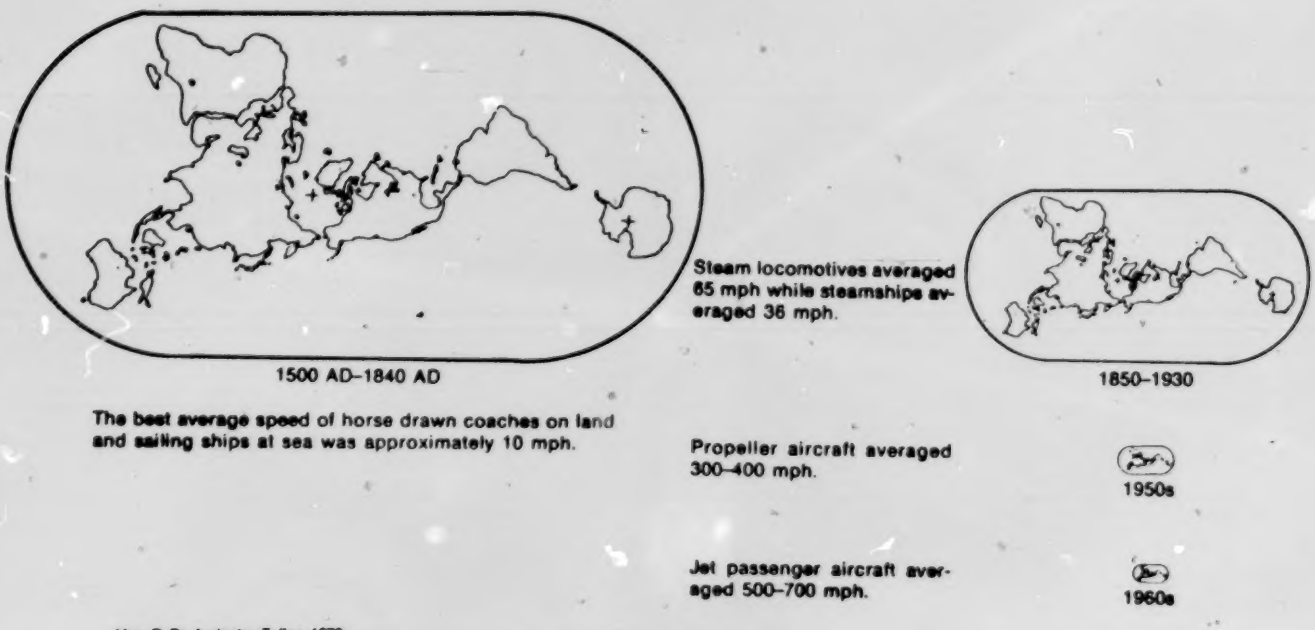
Activities:

1. Graphic Demonstration:

   Help students make a bar graph of distance traveled within a unit of time for various methods of transportation. [See Figure 4 for a depiction of "the shrinking world."] Arrange a bulletin board display of advances in aircraft, automobiles, and communication devices.

   Questions for discussion:
   How recent are the major improvements in transportation and communication?
   How have these inventions changed the world?
   What is meant by the term "the shrinking world"?

Figure 4. The Relative Size of the World as Travel Time Decreases


1500 AD–1840 AD
The best average speed of horse drawn coaches on land and sailing ships at sea was approximately 10 mph.
Steam locomotives averaged 65 mph while steamships averaged 36 mph.
1850–1930
Propeller aircraft averaged 300–400 mph.
1950s
Jet passenger aircraft averaged 500–700 mph.
1960s
Map © Buckminster Fuller, 1970
Adapted from: World Facts and Trends, by John McHale. Macmillan Publishing Co., Inc., 1972.

As appears in Intercom #78, June 1975, Center for Global Perspectives, p. 4.

2. Satellite Images:

NASA's Landsat program offers a link between the latest in space technology and the pressing needs of much of humanity, offering accurate information which could be used in development planning. Providing detailed information about the physical environment and man's impact upon it allows well-informed discussion about land use. The effects of urbanization, for example, clearly visible in Landsat images, can be studied at length.

Show students a Landsat print of their own state or region. Discuss the uses of space satellites in communication and data collection. Compare the Landsat images with those provided by ordinary maps. [See National Aeronautics and Space Administration in the Bibliography for information about a "Space Map" of the U.S. and available state and regional Landsat images.] NASA can also provide specialists to visit your class.

3. Technological Advance:

Demonstrate and display a technologically important device or have a student, parent, or outside technician do so. Appropriate examples include the telephone, radio, electric motor, internal combustion engine, television, or computer.

Questions for discussion:
How does this device make modern communication or transportation different from that of the past?
How widespread is the use of this device in this country?
Around the world?

4. Optional Activities:

a. Visit to a TV/Radio Station:

Make sure the students are prepared for the visit. The teacher or a technician should explain how electronic communication differs from printed communication.

b. If the school has a videotape machine or access to 8 mm movie equipment, have students write and record a short advertisement or political commercial to demonstrate the nature of electronic media.

Questions for discussion:
How are the impressions a film makes different from the impressions one gets while watching an event in person?
How does the effect of reading the commercial's script differ from the effect of the film?
How can a film be more persuasive than an article in a newspaper or magazine?

5. Class Discussion: The Effects of Mass Media

The strength of the mass media (TV, radio, newspapers, magazines) lies in its ability to influence one's perceptions of reality. Television, especially, allows millions of people to be instantly and simultaneously aware of world problems and events. The mass media create a shared set of assumptions and expectations in people. These shared perceptions, together with a widespread familiarity with modern technology, are identifying characteristics of a worldwide "superculture" whose official language is technical English. Discuss these ideas with students. The questions below may also be of some help:

How do television and radio create a world of fictional characters, popular songs, and desired material goods?
What do you think the effect of TV's picture of the "good life" has on people who cannot afford that life?

C. "Superculture" and Traditional Culture

The "superculture," a result of technological advances, is characteristic of the modern sector of all nations. Nations cannot adopt modern technology without feeling the impact of the "superculture." Traditional values such as stability, permanence, and order are often confronted by the characteristics of the "superculture"--speed, mobility, and constant change. The hallmarks of the "superculture" include jet travel, satellite communications, modern medicine, mechanized agriculture, fast food restaurants, and mass public education.

The traditional society is one in which the extended family is the basic social unit. Families are usually organized into villages based on an agricultural economy. In a traditional society, inherited customs and ways of doing things are respected. Traditional societies, such as the

Eskimos, the Aborigines, and the peoples of sub-Saharan Africa, have been confronted recently with the products and values of the "superculture." While this confrontation may destroy the traditional society, it is possible that there can be some compromise.

Activity:

Discuss this list of characteristics comparing the "superculture" and traditional culture:

Superculture	Traditional Culture
result of new advances	inherited traditions
similar across the world	unique to each region
rapid change	stability
international English	local language or dialect
materialism	non-material

Questions for discussion:
Do you agree with the idea that a "superculture" exists?
Do you agree with the characteristics listed here?
The "superculture" has also been called the "technological monoculture." How is this name appropriate?
How might traditional values be affected by this "superculture?"
Where is this conflict occuring?
Who is affected by it?

D. Definition of Development

Development is the process by which human communities strive to achieve for each individual a basic level of material goods, social services, and human dignity. Development is usually studied as it occurs in the human community of a single nation, because the nation-state is our world's common way of organizing people and power on a large scale. As the government and people of a nation attempt to survive and improve their condition, the decisions and policies made, whether deliberately or unthinkingly, selfishly or altruistically, short-term or long-range, wisely or foolishly, add up to a course of development for the nation. This involves both social and economic conditions and choices. Economic development means improving the ability of a country to manufacture goods, trade with other nations, raise crops, generate electricity, and, in general, to increase productivity and wealth at all levels of the economy. Social development means the improvement of living conditions and involves the

distribution of goods and wealth produced by the economy, as well as such necessary social services as education and health care. The achievement of human dignity is less easily described, because definitions are vague and varied. Human dignity involves not only access to the necessities of life, but a certain measure of control over and security in one's individual destiny. "Human rights" is a term that covers a broad spectrum, from sufficient food, clothing, and shelter, to freedom from arbitrary arrest and torture, justice in a court of law or the right to a voice in one's government. It is impossible, however, to divide strictly social from economic development. For example, building a factory can mean improving the living standards of a number of workers, and educating children can mean providing skilled and productive workers for the factories.

Admittedly, this definition of development is somewhat idealistic. A nation's decision makers, who determine how to develop that nation's resources and distribute the benefits of development, do not always have uppermost in mind the achievement of a basic standard of living for each individual of the nation. Development decisions often are made with the self-interest of the ruling group in mind. And both selfish and idealistic development plans are altered and shaped by circumstances beyond the control of the planners. The interdependence of the world's nations means that each nation is affected by the actions and decisions of others, let alone the vicissitudes of weather, disease, and natural disaster.

Development, then, is a process in all nations of moving toward some goal, usually one only dimly percieved, of "the good life," or a basic level of goods, services, and dignity. There is, of course, a good deal of disagreement as to what constitutes this good life, but a general picture would include such things as longevity, high per capita income, and a high literacy rate. [See Figure 5 for a comparison of these particluar statistics among selected countries.] An examination of these statistics for different nations of the world reveals a wide gap between the richer and poorer nations, or developed and developing nations. These terms, "developed" and "developing", do not mean that the rich nations have finished their development, but that they have already achieved a certain basic standard of living for a larger percentage of their population.

Based on the distinct gap between the richer industrialized nations and the poorer developing nations, and on the ideological division between communist and non-communist countries, it is customary to divide the nations into First, Second, and Third Worlds. [See Figure 6 for a chart listing the countries in each division.] The First World includes

Figure 5.

DEVELOPMENT STATISTICS FOR SELECTED COUNTRIES

	Population, 1976 (millions)	Life Expectancy at Birth (in years, for male and female)	Literacy (% of adult pop.)	Income Per Capita (in US dollars)
First World				
Germany (Federal Rep.)	62.1	68,74	99	7,735
Japan	112.3	71,76	98	4,360
Sweden	8.2	70,75	100	9,010
United States	215.3	68,76	99	8,233
Second World				
China (Peoples' Rep.)	836.8	60,63	55	243
Cuba	9.4	69,72	97	665
Poland	34.4	67,74	95	1,650
USSR	257.8	64,74	98	3,280
Third World				
Algeria	17.3	52,55	26	945
Brazil	110.2	58,61	66	1,191
Egypt	38.1	52,54	25	345
Indonesia	134.7	48,48	60	216
Nigeria	64.7	37,37	25	352
Saudi Arabia	6.4	44,47	25	8,500
South Korea	34.8	63,67	90	871
Fourth World				
Bangladesh	76.1	36,36	22	60
Haiti	4.6	49,51	20	213
India	620.7	42,41	29	139
Tanzania	15.6	40,41	50	161
Zaire	25.6	42,45	35	119

Statistics compiled from The United Nations Statistical Yearbook, 1976 and The United States and World Development, Agenda 1977, by John W. Sewell and the Staff of the Overseas Development Council.

Figure 6.

The World's Economic Divisions

First World: Industrialized Democracies

Australia	France	Luxembourg	United Kingdom
Austria	Iceland	Netherlands	United States
Belgium	Ireland	New Zealand	West Germany
Canada	Israel	Norway	
Denmark	Italy	Sweden	
Finland	Japan	Switzerland	

Second World: Socialist Countries

Albania	Cuba	Mongolia	Romania
Bulgaria	Czechoslovakia	North Korea	South Vietnam
Cambodia	East Germany	North Vietnam	U.S.S.R.
China	Hungary	Poland	

Third World: Developing Nations

Algeria	Fiji	Malta	Singapore
Bahrain	Gabon	Mauritius	South Korea
Barbados	Ghana	Mexico	Swaziland
Bolivia	Guatemala	Morocco	Syria
Botswana	Guinea-Bissau	Mozambique	Taiwan
Brazil	Guyana	Nicaragua	Thailand
Cameroon	Honduras	Nigeria	Trinidad & Tobago
Chile	Indonesia	Oman	Tunisia
Colombia	Iran	Panama	Turkey
Congo	Iraq	Papua New Guinea	United Arab Emirates
Costa Rica	Ivory Coast	Paraguay	Uruguay
Cyprus	Jamaica	Peru	Venezuela
Dominican Rep.	Jordan	Philippines	Yugoslavia
Ecuador	Kuwait	Qatar	Zambia
Egypt	Lebanon	Rhodesia	
El Salvador	Liberia	Saudi Arabia	
Equatorial Guinea	Libya	Senegal	
	Malaysia		

Fourth World: Economically Troubled States

Afghanistan	Gambia	Mauritania	Togo
Bangladesh	Guinea	Nepal	Uganda
Benin	Haiti	Niger	Upper Volta
Bhutan	India	Pakistan	Western Samoa
Burma	Kenya	Rwanda	Yemen Arab Rep.
Burundi	Laos	Sierra Leone	Yemen, Peoples' Rep. of
Central African Rep.	Lesotho	Somalia	Zaire
Chad	Malagasy Rep.	Sri Lanka	
Ethiopia	Malawi	Sudan	
	Mali	Tanzania	

Source: Time, December 22, 1975

the democratic industrialized nations; the Second, the communist or socialist nations; and the Third World, the remaining nations. The Third World is sometimes further classified into Third, Fourth, and even Fifth Worlds, based on the amount of resources available for development. From a map of the world, it can be seen that the majority of the First World nations lie in the Northern Hemisphere and that the majority of the nations south of the Equator are Third World countries. Thus, "North" and "South" are also used as terms identifying the richer and poorer nations.

Activities:

1. As a class, analyze and discuss the definition of development. What is involved in the process of development? (building factories, roads, schools, hospitals; educating children and adults; improving government services, etc.) How has your own local community developed in recent years? (Consult local histories and photographs, if available.) Make sure the class arrives at a commonly understood concept of development.

2. Introduce the concept of a rich-poor gap between and within nations. (Use the chart in Figure 5 and the CIDA wall map to help illustrate this gap.) The rich-poor gap is the persistent and increasing difference in the standards of living of the richest and poorest nations, as well as of the richest and poorest classes within nations. It is the gap between the nations which have the advantages of technological sophistication and those which do not. This disparity in wealth is considered by many to be the most pressing world problem.

3. Simulation Game: <u>Starpower</u>

   The game illustrates the relationships of wealth and power within and among societies and allows the participants to experience the tensions inherent in the rich-poor gap. The game may best be played after school or in the early evening; however, it may be played within the limits of several classroom periods. If possible, encourage other members of the school community (teachers, parents, etc.) to participate. Ask each group of students afterwards how they felt and review the purpose of the game.

4. Film: Tilt

This clever animated film (27 minutes) explores the options for development and developers to prevent global poverty and chaos. Show Tilt a second time during the next class session. Your students may discover concepts and ideas they did not see during the first showing.

Discussion of Tilt:
What are the central themes?
How do these themes interrelate?
Is there a message to the film?
If so, what is it?
According to the film, what are the consequences of interdependence in an unequal world?

5. Summary Discussion

How do you define rich and poor?
How might your definitions differ from those of others in your society?
Is there a rich-poor gap within the United States?
What does a widening rich-poor gap mean for the world?
How do the mass media allow both rich and poor to observe each other's lifestyles?
From the vantage point of the poor, how has this phenomenon led to rising expectations?
How has it affected the social conscience of those in rich lands?
What dangers for world peace does this gap pose?
What are the dangers in maintaining a we-they outlook on other people, i.e., in saying "Those are their problems, not mine."?
How does the "superculture" tend to separate the modern from the traditional sectors within nations?
What sort of decisions within a nation and influences outside it could affect a nation's development?

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UNIT II: DEVELOPMENT IN THE WESTERN WORLD

Rationale:

The purpose of this unit is to provide an historical perspective on the important trends in development and to show that the regions of this world have not developed at the same rate. The present relationship between the developed and developing countries has its origins in the era of European colonial expansion. The United States began as a less developed country. It will be helpful for the students to recognize that development is part of their own history and does not occur solely in exotic or "backward" areas.

Industrialization accelerated and altered the process of development. In Unit II, the Industrial Revolution is studied as the foremost example of technology's influence on history--economic, social, and political. Because industrialization occured first in the West, it gave these countries a distinct and lasting advantage and spurred the expansion of Western imperial powers. Nationalism encouraged the territorial expansion and modernization of the West, but the spread of nationalism to the rest of the world helped dissolve the European empires and link the notion of national sovereignty to the process of development. While the twentieth century has witnessed the formation of new nations, it has also witnessed the growth of international organizations designed to overcome the limitations of the nation-state.

The unit concludes with a discussion of the interaction of development trends, so that the students may understand how these trends worked together to shape an interdependent world.

Objectives:

1. To trace the process of European exploration, trade, and colonization.

2. To describe the United States as a developing region.

3. To define "technology" and illustrate the progress of the Industrial Revolution.

4. To recognize the connections between technological innovations and development.

5. To trace the growth of imperial powers, to discuss the spread of Western patterns of development, and to recognize the relationships established between imperial countries and their colonies.

Skills:

1. To read from diverse sources of information.

2. To take notes on readings and lectures.

3. To discuss course topics in large and small groups.

4. To read maps and charts.

A. Trends in Western Development

1. Exploration, Trade, and Colonization

a. Technological Improvement and Navigation
the combination of astrolabe, rudder, mapmaking, and ship-building as examples of how technology helps economic growth. Each of these inventions was important, but it was their combination that was significant in the expansion of the West.

b. Economic Improvements
the creation of banks and companies. Discuss with students the functions of banks and companies. How did their development in the Renaissance make possible greater and more widespread economic activity in Europe?

c. Exploration
as a search for wealth, characteristic of a growing society. Have maps of exploration and trade routes ready. How did the discovery of new lands and peoples help create a new European perspective on the world?

d. Settlement and Investment
provided new sources of wealth and power for Europe. Discuss examples of colonial settlement,

such as:
1) Jamestown, a settlement by one nation of a sparsely inhabited area
2) India, colonization of a foreign land in which one country dominated the indigenous population
3) China, exploitation of a country by several European powers

e. The United States as a Developing Region
Describe the United States before 1890 as a developing region, characterized by open land, seemingly limitless resources, scattered population, foreign debt, and ties to an imperial mother country. (For a chart of comparative statistics comparing the U.S. in 1875 and 1975, see Figure 7.) Discuss with students the idea of progress that is characteristic of the West, i.e., that the future will be better than the present and that man can improve himself and his situation by hard work.

Questions for discussion:
How did the assumption that resources were unlimited affect the attitudes of the colonists toward the land? (e.g. bison, passenger pigeons, farming practices)
How does this attitude persist into the present? (e.g. suburban land use, careless strip mining)

2. The Industrial Revolution as a Process

Introduce the following concepts and provide examples to illustrate them:

a. Scientific Laws and Technology
Review the development of basic ideas about the material world from Copernicus to Isaac Newton. How did these men change Western man's mental picture of the physical world? (e.g. Copernicus' heliocentric universe, Newton's world view, Harvey's description of the human circulatory system) Were these changes easily accepted?
Define technology as science and thought applied to solve problems.

b. The First Industrial Revolution (1765-1840)--
the switch from human to animal and machine power in textile mills, steam engines, early railroads, etc.

The Second Industrial Revolution (1850-1910)--
the industrialization of production. Machines

Figure 7: Comparative Social Indicators

	USA-1875	USA-1975
Birth Rate	36.5/thousand	14.8/thousand
Death Rate	18.1/thousand	8.9/thousand
Growth Rate	2.5%/year	.6%/year
Life Expectancy	41.7-male 43.5-female	68.2-male 75.9-female
Infant Mortality	156/thousand	16.1/thousand
Family Size	3.5 children	1.18 children
Rural Population	70% of total	26.5% of total
School Enrollment (% of ages 5-19)	53%	87%
High School Graduates (% of 17 year olds)	2.3%	74.7%
College Students (% of ages 18-24)	1.3%	30.7%
Illiteracy Rate	19% of population	1% of population

Compiled from United States Department of Commerce, Historical Statistics of the United States, 1975; and current USDC statistics.

for factories (lathes, assembly lines) and self-energized machines (electric motors, cars) were made by other machines.

c. Social and Political Effects--New Classes
The transformation to an industrial society demanded a special group of managers and investors. This middle, or capitalist, class provided money to invest in new factories and trade, and the management skills to run those economic operations. Industrialization also required a large group of landless, semi-skilled laborers located near each factory. Thus a new class of urban workers, the proletariat, arose. Discuss how the middle class values of work as a virtue and wealth as a reward for virtue (the Puritan ethic) merged with the necessary role they assumed in society.

d. Social and Political Effects--Marxism and the Reform of Capitalism
Have students read about living and working

conditions in nineteenth and twentieth century industrial towns, as well as the Communist Manifesto. Discuss:

1) Marxism as a reaction to the abuses of capitalist industrial society
2) The Marxist plan of action--workers overthrow the middle class and control factories; the state withers away as the classless utopia approaches
3) The adaptation of Marxist ideas in the Russian and Chinese Revolutions
4) The reform of capitalism in western Europe and the U.S. through labor unions and government legislation

e. Optional Activity
For a first-hand encounter with industry, arrange a field trip to an automobile assembly plant or other industrial plant. Have students analyze the process of mass production and the attitudes of factory personnel toward their jobs. Answers will vary.

3. Imperialism

Imperialism was the colonialism of the industrial era, in other words, the economic or political control of foreign lands as sources of raw materials and as markets for manufactured goods produced by industrial powers. In the imperial era, attention shifted from the Americas to Africa and Asia.

Identify the elements of imperialism, including political annexation, military control, economic exploitation, and moralistic concerns ("white man's burden").

After World War II, many colonies sought to become independent nations, and by the mid-1960's, most had gained independence. Very often, however, the newly independent nation found itself still tied to the mother country--economically, as a supplier of raw materials, and politically, especially when in need of military assistance.

Questions for discussion:
In what areas of the world did imperialistic expansion occur?
Who were the imperial powers? (Include the U.S. and Japan.)
What were the economic and political relationships between the mother country and the colony?

How was imperialism urged on by the Industrial Revolution?
Many former colonies adopted Western political and economic models. What problems could this adoption create when the colonies became independent nations?
Why do dependent economic and political relationships persist after decolonization?
What have been the effects of the inclusion of these newly independent nations in the world political community?

4. Nationalism

Discuss the idea of nationalism as the desire for independence of people bound together by common ties of culture, customs, and language. If this group is already an independent nation, nationalism becomes a desire for greater power and prestige for that nation.

Questions for discussion:
How did nationalism in Europe and America encourage imperialistic expansion?
How did nationalism in the countries controlled by imperial powers bring about the independence of those countries?
What produced this nationalism?
Nationalism can be a powerful unifying force within a country. How can it divide a country when there are several ethnic groups, as in Quebec or Eritrea?

5. Transnational and International Organizations

Transnational and international organizations are recent phenomena and are of increasing importance for development. These serve different functions, such as defense, emergency aid, provision of expertise, economic cooperation, and cultural exchange. Transnational organizations are composed of member groups from within a number of countries, for example, the Red Cross, the World Council of Churches, and the International Labour Organisation. International, or intergovernmental, groups are formed between governments. Examples include the United Nations, the North Atlantic Treaty Organization (NATO), and the Organization of Petroleum Exporting Countries (OPEC). Regional organizations, like the Organization of American States (OAS), the European Economic Community (EEC), the Latin American Free Trade Association (LAFTA), and the Organization for

African Unity (OAU), represent the attempts of neighboring nations to cooperate in solving the common development problems of a geographic region.

The United Nations, with its many agencies, is one of the most important international organizations, especially in the field of development. The United Nations Development Programme offers training, guidance and support to developing nations in a number of specific projects. [See Bibliography for information on the UNDP.] The Food and Agriculture Organization has encouraged the increased agricultural productivity of the "Green Revolution". UNICEF and UNESCO are concerned with the world's children and with education. [For information on the UN agencies, see Vincent, Handbook of the UN or write the UNA/USA. For addresses, see the Bibliography.]

Questions for discussion:
What different functions do international and transnational organizations perform?
How has the UN encouraged decolonization?
How do transnational and intergovernmental organizations affect national sovereignty, and vice versa?

B. Interaction of Development Trends

Development is a process that involves all changes in a society--economic, technological, social, political, and cultural. It is important to point out to students that the trends studied in this section interact, overlap, and continue to influence development in today's world.

Questions for discussion:
How was imperialism encouraged by industrialization and nationalism?
How can international organizations bring to developing nations the technology of the Industrial Revolution?
How was the rest of the world involved in Europe's economic development?
How is it still involved?

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UNIT III: DEVELOPMENT TODAY

Rationale:

In Unit II we traced the process of development in the West in order to better understand its roots and its uneven spread, but before discussing development in today's world, the students must also be familiar with basic economic terms and systems. Once they gain this familiarity, they can begin the study of modern national development.

Factors that shape national development are the natural and human resources of an area, its infrastructure (or underlying network of communications, transportation, and government), cultural attitudes, and policies of its government. Technology's role in development has always been crucial. Obtaining technology suited to national needs is the concern of every developing nation. In order to choose the most appropriate technologies and development paths, nations must assess their needs, priorities, and problems in a number of areas. Because development involves all aspects of human life, the areas and issues are closely interrelated and global in scope.

It is becoming evident that in nations without clearly defined goals, development is haphazard and uneven. Each nation must set its own goals and create its own development models, knowing that no single model is universally valid, and that no nation can act entirely on its own. In making their own decisions about national development, students will learn about the complexities and nature of the process.

Objectives:

1. To define basic economic terms and concepts and to identify the principal characteristics of traditional, market, and command economies.

2. To list elements of national development and assess their impact on the process of development.

3. To discuss the need for and the process of determining appropriate technology for development.

4. To identify and briefly outline several major issues in development and how they interact.

5. To distinguish elements of a development model and to evaluate them, taking into account constraints on development planning.

6. To gain experience and appreciation for the complex process of planning development models.

Skills:

1. To increase economic and social vocabulary.

2. To read graphs and charts.

3. To research, write and deliver a report.

4. To take part in class discussion.

5. To learn how to make decisions based on given information.

A. World Economy

The basic economic problem is scarcity; there are never enough goods and services to satisfy all needs and wants. An economic system addresses this problem by determining what is produced and for whom it is produced. There are three major economic systems in the world today--traditional or agricultural, market or capitalist, and command or centrally-planned. A knowledge of basic economic terms is essential to understanding both national and global economic systems.

Activities:

1. Hand out two family budgets, one based on a family income of $30,000 per year and one based on an income if $14,000. Both families have four members, and own their homes and one car. The purpose of this exercise is to introduce the idea of relative scarcity on a level familiar to students. Ask the students to chose the ways they would spend the annual surplus over several years and to justify their choices.

a. Gross Income of $30,000 per year:

Gross income	$30,000	Options:	
Taxes (federal, state, & local)	7,000	College tuition	$2,000
Net income	$23,000	Two-week vacation	1,500
		Second car	2,600
Basic Annual Expenses:		Power boat & trailer	4,500
Mortgage	$3,300	Entertaining	1,200
Clothing	800	Color TV	600
Food	3,900	Stereo system	500
Medical care	1,500	Sports equipment	500
Transportation	2,600	Other (savings, charity, stocks)	?
Fixed costs	$18,100		
Surplus	$4,900		

b. Gross Income of $14,000 per year:

Gross income	$14,000	Options:	
Taxes (federal, state & local)	2,500	same as (a)	
Net income	$11,500		
Basic Annual Expenses:			
Mortgage	$2,400		
Clothing	800		
Food	3,900		
Medical care	1,500		
Transportation	2,600		
Fixed costs	$13,700		
Surplus	$300		

Questions for discussion:
What were your choices?
Why did you have to choose?
On what were your decisions based?
How might you have cut basic expenses?
How are economic choices based on values?
How do these family incomes offer different options?
How do they compare with family incomes in other countries?

2. Define for students an economic system as a way of answering the three basic economic questions:
   a. What? What is produced? (potatoes or tomatoes, buses or cars, luxury items or necessities)
   b. How? How is it produced? (by hand, by machine)
   c. For whom? For whom is it produced? (those who can pay, those who need it)

Define the three economic systems:

a. Traditional-- an agricultural or hunting economy that follows long-established practices in answering the basic economic questions.

b. Market-- consumers determine what is produced; resources, technical ability, and industrial producers determine how it is produced, and goods are produced for those with money to pay for them.

c. Command-- the planning committee of the central government decides what is produced and how it is distributed to all.

Questions for discussion:
In what countries are each of these systems found?
How does a nation's economy contain elements of more than one system?

3. Hand out a list of the following economic terms. Explain the definitions using examples from current events or recent history.

1. supply- the amount of an item available for purchase at a given price
2. demand- the amount of an item people will buy at a given time for a given price
3. price- sum of money for which a good or service is sold
4. market- the opportunity to buy or sell
5. goods- physical objects for sale
6. services- work or expertise for sale (teacher, plumber)
7. consumer goods- goods used up; not for further production, but for use or enjoyment (food, clothes, radio, books)
8. capital goods- goods used to produce other goods (printing press, factory machines, sewing machine)
9. profit- money left to a producer after paying all expenses
10. small business- a commercial enterprise organized and operated entirely by one man (proprietorship) or two or more people (partnership); usually is not incorporated and operates with limited capital investment; not usually a national firm

11. corporation- a group of people granted a charter which legally recognizes them as a separate entity, having rights and liabilities distinct from those of its members
12. monopoly- exclusive control by one group of the means of producing or selling a good or service
13. labor union- organization of workers to bargain as a group for better wages and working conditions
14. inflation- supply of money increases faster than the supply of goods, resulting in higher prices
15. deflation- supply of money decreases faster than the supply of goods, resulting in lower prices
16. depression- a period of drastic decline in the national economy, of decreasing business activity, of falling prices and unemployment
17. gross national product (GNP)- sum of all goods and services produced by a country in one year; used as a comparative indicator of the relative wealth of a country compared to other nations
18. per capita- per person; use or consumption per person in a population; the figure is derived by dividing the national total (income or television sets or whatever) by the total population
19. income per capita- the total income earned by all the nation's citizens, divided by the population; not the minimum amount earned by all, but rather another indicator of a country's wealth, compared to the size of the population it must support
20. income distribution- how and to whom the wealth of a country is distributed, often indicates that a small percentage of the population earns a large percentage of the nation's income
21. capital- synonym for money, usually means money for investment
22. capital budget- money set aside for permanent improvements
23. expense budget- money allocated for operating expenses (salaries, materials, heating, etc.)

24. social cost- extra hidden costs of producing goods or services (health care for workers, pollution clean-up, etc.)

25. commodity- agricultural or mining products shipped in bulk before processing

Questions for discussion:
How is price affected by changes in supply or demand?
How can inflation fuel a spiral of ever-increasing prices and wages?
Why is the corporation a useful form of business organization? (limited responsibility of members, survival beyond the lives of members, ability to raise larger sums of money by selling stock)
How can unexpected expenses or a drop in income cause a company or nation to use its capital budget allocations to meet operating expenses? (falling commodity prices, rise in oil prices, interest on debts, inflation) What effects can this have?

4. Mixed Economies

Most countries have mixed economies, in which the production of goods and services is controlled by both privately owned businesses and the government. In market economies, business controls most production and government regulates business practices. In command economies, government controls planning and production, but may allow small businesses to function. Many countries lie somewhere in between, with some government ownership of production and services.

Introduce the concept of a mixed economy. Discuss the benefits and problems that result from private ownership and from government ownership and control. Consider such factors as efficiency, incentive for work, inclusion of social costs, and protection of the common good. Discuss the notion of democratic socialism or the "welfare state" as present in Great Britain, West Germany, Italy.

5. Transnational or World Economy

We have seen from our survey of the local community that it is tied to the world economy. Using the terminology learned in the above sections, briefly sketch the outlines of the world economy. Put these economic terms into a world context:

a. supply and demand- How does the world oil situation demonstrate the transnational nature of supply and demand?

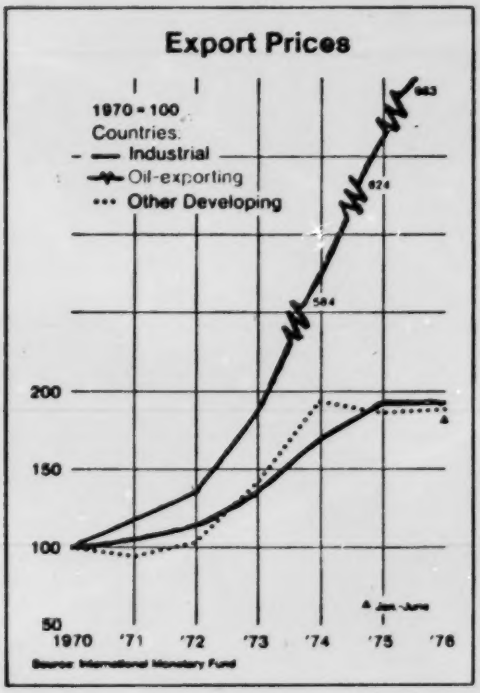
b. price- How can a frost in Brazil affect the coffee prices on the world market?

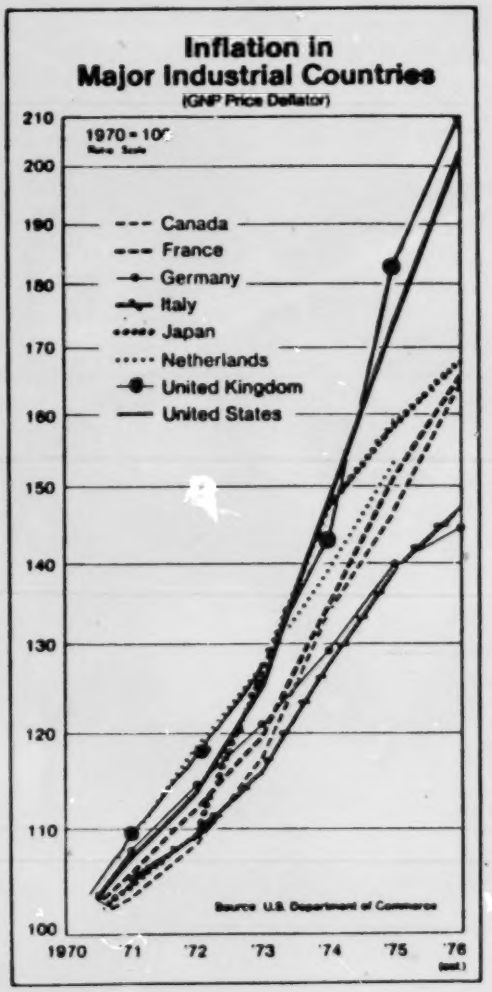
c. corporation- A multinational corporation (MNC) is one that does business in many nations. It sells, produces, conducts research, manages, and buys raw materials in different nations. How is it suited to do business in a global economy?

d. labor- Companies make use of cheaper labor in other countries, such as Taiwan, or hire workers from another country, such as Turkish guest-workers in West Germany.

e. inflation and recession- The rise in prices in all countries is related to worldwide shortages of materials and increasing demand. [See Figure 8 on inflation and export prices.]

Figure 8: Inflation and Export Prices





Taken from The Changing World Economy: Problems of Interdependence, The Conference Board, pp. 11 & 17.

f. capital- Investment capital can be transferred from one country to another through loans, aid, or the investment of private business.

g. imports- goods and services purchased from other countries

h. exports- goods and services sold to other countries

i. foreign exchange- A country pays for its imports from a trading partner with the foreign currency it earned from exports to that partner. (For example, the U.S. would pay Japan for electronic components with the yen earned by selling Japan food.)

j. balance of payments- Nations try to balance the amount of money spent on imports with the amount of money earned in exports.

k. dual economy- the existence within a nation of two economies--a modern, industrialized, usually urban sector, and a rural, agricultural sector with a traditional economy

B. Social Aspects of Development

We have introduced the basic economic terms and concepts necessary to an investigation of national development, but development is not simply an economic process. Because it involves people and their lives and living conditions, a study of development must include its social implications. The goal of social development is to meet the basic needs of the entire population. While some social improvements can accidentally occur in the course of economic development, substantial social development rarely occurs without deliberate effort and planning. On the other hand, large-scale social programs are very expensive and must be supported by a nation's economic development and expansion or by large amounts of outside aid.

In order to get a picture of a country's social conditions, that is, of the lives of its people, one needs to examine certain statistics that serve as social indicators. The most basic of these is the size of the population. Other statistics indicate housing, health, and education conditions. These statistics are comparative; they place the nation relative to other nations of the world, and when compared with past figures, they can indicate whether or not living conditions have improved. Following are definitions of some important indicators of social development and living conditions:

1. population density- the total population divided by the number of square miles in a country; the statistic indicates the size of a country compared to the population it must support. As an average figure, it does not indicate how the population is distributed within the country.
2. birth rate- number of children born per year per thousand of the country's population.
3. death rate- number of deaths per thousand per year
4. growth in total population- found by subtracting deaths and outward migration from births and inward migration. Thus, a country's population can continue to grow from immigration, even when the birth and death rates are equal.
5. population growth rate- the total increase or decrease expressed as a percentage of the total population; used to predict future population size.
6. age-sex distribution- usually shown as a pyramidgraph; indicates how the population is divided among age groups and sex. A high population growth rate means a large proportion of young people, which appears as a steeply-slanted and broad-based pyramid.
7. infant mortality- number of babies per thousand born who die before the age of one. High infant mortality usually indicates poor health care or inadequate nutrition.
8. life expectancy- number of years in an average lifetime, for men and for women; another indicator of general health conditions
9. literacy- the number of adults who can read and write
10. physical quality of life index (PQLI)- a composite figure of life expectancy, literacy, and infant mortality. For each area, countries are rated on a scale of 1 to 100, and the three ranks are averaged. The PQLI was developed to augment the traditional measure of economic progress, the GNP, with a measure that indicates progress toward meeting basic human needs.
11. housing- population per house, number of houses with electricity, number with water and sewage. These statistics are not always available for every country, and are difficult to compile.

12. health- population per doctor and per hospital bed, obtained by dividing the total population by the total number of doctors or hospital beds. The figure indicates how intensive health care is, but doesn't count in para-professional health services or indicate the distribution of services.

13. employment rate- percentage of total labor force employed. Rate of employment is often difficult to determine, because it depends on how "labor force" and "full employment" are defined, and because it does not take into account underemployment (self-employed street vendors, part-time odd jobs, etc.).

14. agricultural labor- percentage of total labor force employed in agriculture. This is a rough indicator of a nation's industrial and agricultural development.

15. urban population- percentage of the total population who live in cities, however "cities" is defined by a nation.

16. daily caloric intake and daily protein intake- average daily number of calories or grams of protein per person. Caloric intake indicates the quantity of food available; protein intake gives an idea of food quality.

17. education expenditures- often listed as government expenditures per capita of the population; gives a general idea of the level of government support for public education, but does not include local or private expenditures.

18. energy consumption- usually figured as total energy consumption divided by population. The figure does not distinguish between private and industrial use, nor does it take into account traditional and local sources such as firewood and cow dung.

Activities:

1. Introduce statistical measurement as a way of presenting information, and caution the students that statistics are only as reliable as the information gathered and the method of gathering it. Methods and accuracy differ from country to country, and this must be kept in mind when comparing statistics on development in different countries. Introduce and explain the list of social indicators, which form a composite picture of the standard of living in different nations. Be sure

Figure 9.

STATISTICAL INDICATORS OF DEVELOPMENT IN SELECTED COUNTRIES

(For the year 1976)

	Population, 1976 (millions)	Population Density (per square mile)	Birth Rate (per 1,000)	Death Rate (per 1,000)	Pop. Growth Rate (% of total pop.)	Infant Mortality (per 1,000 births)
First World						
Germany (Federal Rep.)	62.1	642	9.7	12.1	0.4	19.8
Japan	112.3	785	17.2	6.4	1.2	10.1
Sweden	8.2	47	12.6	10.8	0.4	12.1
United States	215.3	58	14.7	8.9	0.8	16.1
Second World						
China (People's Rep.)	836.8	230	26.9	10.3	1.7	55.0
Cuba	9.4	211	25.4	5.8	n.a.*	28.9
Poland	34.4	285	19.0	8.7	0.9	24.8
USSR	257.8	30	18.2	9.3	0.9	27.7
Third World						
Algeria	17.3	19	48.7	15.4	3.2	86.3
Brazil	110.2	33	37.1	8.8	3.0	94.0
Egypt	38.1	98	35.5	12.4	2.2	100.4
Indonesia	134.7	190	42.9	16.9	2.6	125.0
Saudi Arabia	6.4	11	49.5	20.2	3.0	152.0
South Korea	34.8	943	28.7	8.8	2.1	44.0
Nigeria	64.7	182	49.3	22.7	2.7	180.0
Fourth World						
Bangladesh	76.1	1,394	49.5	28.1	2.4	132.0
Haiti	4.6	436	35.8	16.3	1.6	150.0
India	620.7	496	34.8	15.5	2.1	122.0
Tanzania	15.6	43	47.0	22.0	2.9	160.0
Zaire	25.6	28	45.2	20.5	2.8	104.0

*n.a.= statistics not available

	Life Expectancy At Birth (in years, for male and female)	Literacy (% of adult population)	Physical Quality of Life Index (PQLI)	Hospital Beds (pop. per bed)	Doctors (pop. per doctor)	Daily Protein Intake (avg. grams per capita)	Income Per Capita (in US dollars)	Urban Population (% of total)
Gm	68,74	99	95	87	516	82	7,735	86
Jp	71,76	98	98	78	868	75	4,360	72
Sw	70,75	100	100	66	645	79	9,010	81
US	68,76	99	96	149	622	97	8,233	74
Ch	60,63	55	59	n.a.	n.a.	57	243	26
Cu	69,72	97	86	233	1,153	63	665	61
Po	67,74	95	93	129	592	93	1,650	54
SU	64,74	98	94	86	363	92	3,280	61
Al	52,55	26	42	356	8,192	56	945	52
Br	58,61	66	66	266	2,025	63	1,191	59
Eg	52,54	25	46	464	n.a.	76	345	45
In	48,48	60	50	1,415	18,863	38	216	18
SA	44,47	25	29	897	4,995	56	8,500	14
SK	63,67	90	80	1,515	2,571	69	871	49
Ni	37,37	25	25	1,378	25,463	59	352	23
Ba	36,36	22	33	6,946	9,345	54	60	9
Ha	49,51	20	31	1,344	n.a.	47	213	21
In	42,41	29	41	1,571	4,162	48	139	21
Ta	40,41	50	28	775	27,572	60	161	7
Za	42,45	35	28	327	28,802	33	119	26

STATISTICAL INDICATORS, 1976, CONTINUED

	Gross National Product (GNP, estimate in millions of US $)	GNP Per Capita (in US dollars)	Agricultural Labor (% of total labor force)	Imports (in millions of US $)	Exports (in millions of US $)
First World					
Germany	379,900	6,144	7	74,208	90,021
Japan	483,500	4,358	19	57,881	55,844
Sweden	60,910	7,428	7	17,874	17,439
US	1,576,300	7,098	4	102,984	106,157
Second World					
China	343,090	410	67	6,600	10,400
Cuba	7,100	755	30	4,001	3,680
Poland	85,490	2,514	35	12,536	10,285
USSR	786,700	3,088	26	36,969	33,310
Third World					
Algeria	12,500	745	50	5,861	4,442
Brazil	97,810	913	44	13,658	8,670
Egypt	11,400	306	55	3,751	1,402
Indonesia	28,000	215	62	4,770	7,103
Saudi Arabia	31,000	5,536	61	7,172	27,662
South Korea	18,700	551	50	7,274	5,081
Nigeria	26,000	413	67	6,041	7,994
Fourth World					
Bangladesh	10,240	133	70	881	314
Haiti	3,200	703	n.a.	121	78
India	94,220	158	72	6,362	4,371
Tanzania	2,260	149	86	718	349
Zaire	3,890	156	78	905	827

Statistics compiled from The United Nations Statistical Yearbook, 1976 and The United States and World Development, Agenda 1977, by John W. Sewell and the Staff of the Overseas Development Council.

Figure 10.

PAST DEVELOPMENT INDICATORS, FOR COMPARISON

(For the year 1970)

	Population, 1970 (millions)	Birth Rate (per 1,000)	Death Rate (per 1,000)	Infant Mortality (per 1,000 births)	Life Expectancy (in years, for male and female)
First World					
Germany	60.7	11.4	11.8	22.5	67,73
Japan	104.7	19.3	6.6	11.7	69,74
Sweden	8.1	13.8	10.4	10.8	72,77
US	203.2	15.6	9.4	18.5	67,75
Second World					
China	590.2	33.1	15.3	n.a.	50
Cuba	8.6	26.6	7.5	34.4	67
Poland	32.6	17.4	8.0	28.5	67,74
USSR	241.7	18.0	8.5	24.3	65,74
Third World					
Algeria	11.8	49.1	16.9	86.3	51
Brazil	93.1	37.8	9.5	n.a.	61
Egypt	30.0	34.8	13.1	103.3	52,54
Indonesia	118.5	48.3	19.4	125.0	48,48
Saudi Arabia	n.a.	50.0	22.7	n.a.	42
South Korea	31.5	35.6	11.0	n.a.	69,74
Nigeria	55.7	49.6	24.9	n.a.	37,37
Fourth World					
Bangladesh	50.9	n.a.	n.a.	n.a.	n.a.
Haiti	4.2	43.9	19.7	n.a.	45
India	548.0	42.8	16.7	139.0	42,41
Tanzania	12.3	47.0	22.0	162.5	40,41
Zaire	12.8	44.4	22.7	104.0	38,40

Statistics compiled from The United Nations Statistical Yearbook, 1973.

to emphasize the meaning of these figures for development and in human terms.

We have included a chart of several economic and social indicators of development for a range of countries. (Figure 9). Go over the chart in class, and point out what can and cannot be learned from each indicator.

Questions for discussion:

What does the PQLI tell you that per capita GNP does not?
Which is the social indicator and which is the economic one?

Looking at the overall pattern of development statistics, what are the differences between the First and Third Worlds?
How different are the First and Second Worlds?
Are there significant differences among Third World countries? For example, how and why does Saudi Arabia's per capita income stand out?

To what factors is population growth due?
An increase in birth rate? A decrease in death rate?
Why would high infant mortality encourage a high birth rate?

What are the implications for health of the differences in protein intake?

Why are increases in national wealth (GNP) not the only measure of development?
How might economic development widen the rich-poor gap?
How might economic growth be harnessed by the government to finance improvements in health care, education, and food supply?

Compare the past and more recent statistics on development in Figures 9 and 10.
Have there been changes in any areas?
What is the general pattern of change?

C. Elements in National Development

All nations are developing, but each nation develops from a unique combination of resources, infrastructure, cultural attitudes, and political structures. Each of these elements must be taken into account when studying the development of any country.

This section will examine how natural and financial resources determine the type of development possible, then introduce

the concept of an infrastructure as the necessary prerequisite for the development of a nation's resources. The people of a nation are also a resource for development, as well as recipients of its benefits, and their cultural attitudes affect development choices. The section closes with a look at different political systems and those who make development decisions.

Activities:

1. Resources - Natural and Financial

   Have the students choose (or assign to them) a country and research its basic geography for a short, written report. They should be prepared to discuss their findings in class. Each brief report should include: primary agricultural products, minerals, major exports, energy resources, major rivers, mountain ranges, harbors, and climate. You may also wish to ask the students to draw or trace a map of the country with its major geographic features. The students will have their written reports before them for this class discussion and will turn them in at the end of the class. They will continue to collect information on these countries for the development planning exercise at the end of the course. It is advisable for the teacher to select a list of countries about which information is available, and then have students chose countries from this list. [In discussing land use, you will find the NASA booklet, What's the Use of Land, helpful. For further information, see the Bibliography.]

   Financial resources include capital for investments, organizational and management skills, and incentives for production and investment.

   Questions for discussion:
   How do physical resources affect a nation's development choices? (Ask students to use the information they have researched for examples.)
   How can a country increase its financial resources? (trade, loans, aid, developing natural resources)

2. Infrastructure

   An infrastructure is the group of permanent support systems or facilities that allows the individual parts of a society to work together. These include communications (postal systems, newspapers, telephone, TV, and radio), transportation (roads and bridges, harbors, navigable rivers, airports, railroads), economic institutions (banks, stock exchanges, insurance companies,

monetary systems), and government services (taxation, social services, representation). Unless the infrastructure is complete, reliable, and functioning, economic growth is hindered.

Discuss this definition with students. Using maps of the countries reported on in Activity #1, point out geographic features that help or hinder the development of communications, transportation, distribution or trade networks.

Questions for discussion:
Why is an infrastructure necessary for development?
How does technology help to create and expand infrastructures? (improvements in communication or transportation)
How does the infrastructure increase the interdependence of a country's regions and economic sectors?
How can it improve the distribution of goods and services?

3. Human Resources

The human resources of a nation depend on the number of people, their education, health, and motivation to work or learn. Each of these factors affects the size and quality of the labor force.

Questions for discussion:
How can the social indicators studied in Unit III, B. "Social Development, pp. 38-45), show the size and quality of a nation's human resources?
How can they also indicate to the government of a nation where improvement is needed?
Why are literacy and appropriate skills necessary for development?
How does widespread literacy promote the education of a population about health problems, agricultural techniques, etc?
How does poor health hinder development?
What is the role of imported labor, technology, and skills in the development process?

4. Cultural Attitudes

Attitudes that are part of an area's traditional culture affect the way in which that area develops. For example, factory production is difficult in an area where punctuality and time-consciousness, in the Western sense, are not present. Have students read selections dealing with cultural attitudes about such areas as work, child-rearing, the roles of men and women, religious taboos, and family responsibilities.

Questions for discussion:
How can attitudes toward work encourage or hinder the adoption of modern production methods?
How do attitudes toward having children affect population trends and policies?
How can attitudes toward women affect their role in the development process?
How are some aspects of modernization affected by religious custom?

5. Political Structure and Development Policy

Provide students with examples of different political systems in the countries discussed in Activities #1 and #2. Examples of different systems include:

a. democratic- Japan, Britain, India
b. authoritarian- Uganda, Nicaragua, Libya
c. oligarchic- (rule by small group)- Brazil by the military, South Africa by a racial minority, Saudi Arabia by a royal family
d. communist- Hungary, U.S.S.R., People's Republic of China

Questions for discussion:
How and by whom are decisions made in these systems?
How do you think development is affected by the way political decisions are made?
If political and economic power are in the hands of a small elite, how might development policies tend to widen the rich-poor gap?

6. The Landsat Satellite System and Planning

The Landsat system can provide planners and government officials with data related to development. The data can be used in urban planning; in agriculture, for determining crop selection, land use, and irrigation; for calculating drought and flood damage; and in making geological surveys. Review Landsat photographs and materials with the students. [For ordering information, see the Bibliography.]

Questions for discussion:
How can satellite data aid government planners?
How does it differ from data collected by government agents in surveys?
Why might some countries object to being photographed by Landsat satellites?
What sort of information would they not want to be made public? (military information such as troop movements and military bases, information on crop production for exports, information on illegal crops such as opium poppies)
How might the availability of satellite data to a government affect that government's central control of the country?

D. Technology and Development

We have discussed how technology and development were closely interrelated in Western history. In this section we will investigate the role of technology in development today--its sources and the kinds of technology appropriate to developing nations. The section ends with a discussion of the role of governments and multinational corporations in transferring technology to areas where it is needed.

Activities:

1. We defined technology in Unit II (p. 23) as science and thought applied to solve problems. In other words, technology concerns the process chosen to perform a certain task. There are often a number of ways to perform a task. To illuminate a room, for example, you may open the room to sunshine, burn a candle, or generate electricity to light a lightbulb. Technology is aimed at the most efficient use of human, social, and physical resources to accomplish a goal.

   Technological improvements can be made in three areas--improving products (better mousetrap), improving processes (assembly line method to increase production of mousetraps in factory), and improving management (surveys to determine areas in need of mousetraps). Improvements in any of these areas will help the mousetrap factory meet its goal--to provide effective mousetraps.

   In deciding what is most efficient, one must define the goal and set priorities. For example, the use of tractors and farm machinery in U.S. agriculture has increased the productivity of U.S. farms, by substituting energy

from fossil fuels for human energy. [See Figure 11, below, on U.S. agriculture.] If greater productivity is the goal, this is an efficient technological change. But if hiring larger numbers of farm workers and conserving fossil fuels are more important goals, mechanized farming may not be the most efficient way of meeting these goals. Discuss the information in Figure 11, as an example of technological improvements. Technology can also help in providing services--medical care, for example. How can technology aid in the development of a nation and its resources?

Figure 11: Technology and Agricultural Productivity
An Example from US History

1. Farm Machinery in the United States (in thousands):

	Tractors	Trucks	Grain Combines	Corn Pickers
1970	4,790	3,185	850	620
1960	4,685	2,825	1,042	792
1950	3,394	2,207	714	456
1940	1,567	1,047	190	110
1930	920	900	61	50
1920	246	139	4	10
1910	1	--	1	--

2. Number of Persons within the United States Whose Basic Food Needs Can Be Supplied per Farmworker

	Persons Supplied
1970	47.1
1960	25.8
1950	15.5
1940	10.7
1930	9.8
1920	8.3
1910	7.1

Statistics from Historical Statistics of the United States, US Department of Commerce, Part 1.

2. Sources of Technology

In the modern world, there are several principal sources of technological improvements: government-sponsored research, government-operated research, research within the

private sector, and research sponsored by international organizations. Governments sponsor research in universities, "think tanks," and in contracts with private business. Governments also conduct their own research--in health, agriculture, and military needs. Examples of government-sponsored research in the private sector of the U.S. economy include the NASA program, weapons research, and some medical research--particularly cancer research. International organizations, such as the United Nations Development Programme, the Food and Agriculture Organization, and the World Health Organization, sponsor research in areas of particular interest to the developing world--food production, disease control, and meteorological information. Private businesses have research and development (R&D) departments designed to improve the company's products and services. Among the improvements by private businesses are electronic calculators and computers, synthetic fabrics, and television.

If possible, obtain readings about government or private research projects. (For example, in Scientific American.)

Question for discussion:
How does the organization that finances research tend to influence the areas researched and the ends or goals of the research?

3. Appropriate Technology

Since over 90% of the world's technological research and development is concentrated in the industrialized countries, most technology reflects the problems and advantages of these countries, i.e., high cost of labor, available capital, existing transportation and communications networks, etc. For developing countries, wholesale adoption of modern technology may have its drawbacks. Unless technology takes into account local customs and resources and the existing infrastructure, more problems and tensions may be created than relieved. The term "appropriate" technology is used to describe technology that is suited to the resources and development goals of a nation. For example, the health needs of a country may be more adequately met by training many part-time health workers to improve basic sanitation than by educating a few specialized surgeons. Transportation and oil needs may be better served by manufacturing buses instead of automobiles. Where there is a large unemployed population, industries that are labor-intensive (using many workers instead of machines) may be more desirable than automated factories with expensive machinery. Some developing countries may choose, however, to adopt capital-intensive

industries to compete more successfully with advanced neighbors for trade, to provide substitutes for expensive imports, or to satisfy the desire to be one of the "modern" nations.

Technologies are not appropriate or inappropriate in and of themselves, but only as they are related to the goals of development. Among the goals which technology may serve are the increase of a nation's GNP or growth rate, the satisfaction of consumer demand, the reduction of unemployment, the redistribution of income, the balance of payments, the increase of political power, the meeting of basic human needs, and the conservation of energy and of the environment. No technology can serve all these goals, and often the goals chosen are conflicting. For example, the production of consumer goods may satisfy demand and raise the standard of living, but divert money that would otherwise be invested to spur economic growth. Appropriate technology does not necessarily mean only labor-intensive, local, small-scale industry. Metal refining, for example, is economically unfeasible at this level. The appropriate technology will vary from task to task within a country or from region to region, if local resources differ. The choice of technologies is not entirely an economic one; it should also take into account the political and social effects of technological change.

Discuss with students the following ideas:

a. capital-intensive industry- requires large amounts of money and expensive energy to operate (aircraft industry, synthetic textiles, aluminum refining, mechanized agriculture)

b. labor-intensive industry- requires primarily human labor and skills to operate (garment industry, electronics assembly, traditional agriculture)

c. indigenous skills- the need to train nationals to the level of skills needed in industry, medicine, etc., to avoid bringing in foreign experts

d. "brain drain"- specialists trained at the expense of their country, often at foreign universities, find work outside their country and do not return

e. import substitution- substituting native materials or energy sources for imported ones (hydroelectric power for oil) or manufacturing consumer goods and capital goods instead of importing them ready-made

Questions for discussion:
How is available technology reflective of conditions in developed countries rather than developing ones? (expensive and skilled labor, high standard of living, existing infrastructure, abundant capital)
Why is it difficult for developing nations to find sources of appropriate technology? (because most technology comes from the developed countries)
How can a lack of clearly defined development goals prevent a nation from determining which technologies are appropriate?

4. Technology Transfer - Governments and Multinational Corporations

Developing countries can obtain technology from governments or multinationals in the developed world in many ways. Technical assistance programs sponsored by governments, such as the Peace Corps or the U.S. AID, provide trained persons to help develop new ideas and techniques. Most technology transfer now takes place through the activities of private business.

When a multinational corporation (MNC) begins operating in a developing country, it is seeking certain benefits for itself and can provide certain benefits for the host nation. The MNC primarily seeks profit, as any business must to survive. A developing country may be a source of plentiful energy, or cheap labor, or fewer regulations, lower taxes, or natural resources. In return, the developing country can benefit from the training of skilled workers, the production of needed goods and services, more jobs and income, tax revenues for the national treasury, export earnings, or social welfare programs. In order for both sides to benefit, a compromise between the MNC and the host country must be worked out. MNCs must respect local goals, customs, and needs, and the host countries must consider the MNC's need for a return on its investment.

Technology can also be transferred without the actual construction of a branch plant of some MNC. Companies can "rent" or buy technological information in the form of patents or licenses. This is a common practice in developed countries as well as in developing ones. Such a system allows a developing country to control the industry and keep its profits, but the fees charged for the imported technologies may be quite high, and represent money flowing out of the country.

Questions for discussion:
What are the problems for the MNC if a compromise with the host country cannot be reached? (loss of opportunity to operate in that country, or nationalization, or seizure of the MNC's property)
What are the problems for the host country if a compromise cannot be made? (loss of control over economic decisions, poor use of resources, no share of profits, departure of the MNC)
What are the problems of a developing country in establishing its own technological research facilities? (need experts to train nationals, "brain drain" of experts to other countries, private control of much technical information)

E. Issues in Development

We have examined the major elements of the development process. Now we shall investigate some of the development issues that face all nations, rich and poor alike. None of these global problems has easy answers; all are closely interconnected and require international cooperation for their resolution.

Activities:

1. Group Projects on Development Issues

Select from the following list three to four issues, and assign student groups to these issues. The groups should study the issue as it appears in one or all of the countries used as "cases" in the course, and should follow a standard format for the reports, an example of which follows:

a. statement of the issue
b. current data including, where possible, charts and graphs to illustrate the issue
c. recommendation of approach or approaches to the problem that seem best

The students will report their findings to the class, be prepared to answer questions, and submit their research notes for evaluation.

Discussion Questions (Introduction to Issues in Development)

1. Population:
   How has the decrease in the death rate brought about a swift rise in world population?
   What caused this decrease?
   Why has the birth rate fallen in industrialized countries?
   How does a high birth rate affect economic development?
   What are the social and economic reasons for large families?

2. Urbanization and Unemployment:
   Why do people move to cities?
   What problems does this movement cause?

3. Food:
   How is food quality as important as sufficient quantity?
   What is the "Green Revolution" and what are its limitations?
   How does an increasing population put pressures on food production and supply?
   What are the effects of rising affluence on food consumption?

4. Health:
   How is malnutrition the major health problem in the Third World?
   What health problems exist in developed countries?
   How are health questions related to environmental conditions? (schistosomiasis in Egypt, lung cancer in the U.S.)

5. Education:
   Why is literacy the basic goal of formal education everywhere?
   How can education be inappropriate for the needs of a country?
   What problems might arise from using a Western model of education in a less developed country?

6. Human Rights:
   What are varying definitions of human rights?
   Do you think there should be a minimum standard for human rights?
   What would this (these) be?
   How can basic human needs and civil liberties sometimes clash?

7. National Security and Defense:
   Why do nations believe they need armies and police forces?
   How can the notion of true national security be redefined in view of nuclear weapons?
   Can the international sale of arms influence international tension?
   How might defense spending affect the development of a nation?

8. Trade and the New International Economic Order (NIEO)
   How can fluctuating commodity prices disrupt the economic plans of a developing nation?
   How do tariffs discourage the export of finished goods from developing nations?
   Why do nations erect tariff barriers?
   What is the "New International Economic Order"? How do developed and developing nations view it?

9. Energy:
   How has our dependence on fossil fuels led to the prospect of serious energy shortages?
   What are alternatives to fossil fuels? Which are the most attractive and why?
   How have rising oil prices affected development policies all over the world?
   Why is the development of alternate energy sources especially critical for and attractive to the Third World?

10. Environment:
    What is meant by the term "spaceship earth"?
    How does ecology demonstrate the concepts of interdependence and complex systems?
    How is pollution a problem that crosses national borders?
    How do the developing world perspectives differ from those of the developed world?
    How does the idea of limits to growth affect all nations? ("Limits to growth" is the idea that the earth cannot support continual growth. Pollution, overuse of resources, and the need to dispose waste will slow down economic growth eventually, unless taken into account beforehand.)

F. Elements of Development Planning - Designing a Model

To formulate plans for national development, each nation must have a vision of its future and of the future of the world. Although most nations agree that meeting human needs

is a goal of development, they differ in their methods of reaching this goal. We shall look at the major elements in the development process. Nations adapt these elements to fit their needs, constraints, and outlook. This section outlines the component parts of a development model and asks both teacher and students to develop a model for a particular country. Here the students synthesize the knowledge they've gained in this course and use it to formulate a development model.

Definition of "Development" (review)

We defined development as the process by which human communities strive to achieve, for each individual, a basic level of goods, services, and dignity. The goal of development is human dignity. Basic human needs include adequate food, shelter, clothing, medical care, education, and employment.

Fxplain the above statement to students and discuss with them the questions below:
Remembering our discussion of the rich-poor gap, how do you think rich and poor countries might define minimum standards differently?
How about rich and poor within a country?

Activities:

1. Discuss with students these elements that are included, in varying degrees, in most development models.

   a. Rural and Agricultural Development
      1) an increase in productivity to provide enough food for the population and prevent the need to import food. Examples: irrigation, hybrid grains, pest control, opening new lands
      2) export and cash crops to provide money for imports and development. Examples: coffee, cotton, palm oil, cocoa

   b. Industrialization
      ability to process raw materials, keeping more profits within the country and cutting down on import requirements. Examples: oil refining, textile industry, metal processing and refining, food processing, capital goods production.

   c. Trade
      1) provides foreign exchange to pay for imports. Examples: sale of coffee, oil, cameras, arms
      2) provides markets for industrial and agricultural products, thus providing jobs in industry and agriculture. Examples: foreign cars, tropical fruits, rubber, sisal.

d. Aid
   1) financial and technical assistance from private and public agencies in the developed nations, developing nations, and international organizations, to hasten the development process. Examples: loans from banks and governments, teachers and agricultural experts from the U.N.D.P., special research or construction projects from private foundations and government programs.
   2) temporary relief during emergencies. Examples: Red Cross medical help, C.A.R.E. food help.

e. Investment
   1) MNC investments to develop skilled labor and provide tax money
   2) loans and grants from other governments, World Bank, or private banks to finance development projects
   3) use of national revenues to invest in development projects. Example: OPEC nations building refineries and factories with oil revenues.

f. Self-Reliance in Development
   1) using only national capital, technology, energy, and resources as the basis for development. Examples: solar or hydroelectric energy instead of oil, use of local labor, saving for investment instead of immediate consumption.
   2) economic self-determination, making important economic decisions within the country. Examples: negotiating with MNCs, long and short-term development planning. On the international level, this involves the New International Economic Order (NIEO).

g. Education of the Public
   1) efforts to educate the public about development issues. Examples: education in farming practices, sanitation, birth control, and conservation of land and energy.
   2) changing public attitudes; efforts to convince the majority of people to work toward common goals for development. Examples: increase productivity, consensus about what is a dignified and sustainable standard of living.

h. Social Reform
   1) elimination of rigid extremes of social class within a nation to ensure for each member a just measure of the nation's wealth. Examples: income tax and luxury taxes to redistribute income, social welfare programs for the poor

2) land reform, breaking up large estates to allow redistribution of land to small farmers and, possibly, to increase food supply. Examples: Russia, China, U.S. Homestead Act of 1862, Bolivia.

2. Constraints on Development Choices

The elements above are development policies which can be incorporated into a development plan. A nation's choices in planning development are influenced by internal and external factors such as:

a. internal- availability of natural and human resources, capital, identifying the most pressing needs, cultural and religious values, political and environmental constraints
b. external- interdependent nature of world economy and issues, availability of aid of all types, threats to security, international alliances, energy supplies, world public opinion

Questions for discussion:
How might a nation's desire for autonomy and self-reliance come in conflict with its need to draw on outside sources of capital and technology?
How is a country's choice of exports limited by existing tariff barriers against finished products from developing regions? (for example, the U.S. would import bauxite ore, but not aluminum airplane bodies)
How has the unexpected and sudden increase in world oil prices forced the reconsideration of most development plans?
How can public education influence people's expectations for change and growth?
How do real and perceived security needs affect development priorities?
How can a nation's political orientation influence its sources of development aid?
How can the concept of "decentralization" be applied to areas like industry, medical care, and energy production? (Decentralization means building a number of smaller, local units, instead of one large centralized unit. For example, building six small clinics in rural villages instead of one larger hospital in the capital city, or building several small generators instead of transmitting electricity from one large nuclear power plant.)
What are the advantages and disadvantages of decentralization? (Advantages can include easier access for the local people and expanding employment opportunities

outside the urban centers. Disadvantages may include less efficient use of resources--more land, building materials, and workers needed; or the economic impossibility of small-scale operation--as in the case for nuclear reactors; or operations less easily protected and controlled by the central government.)
Can you think of other constraints on development choices?

3. Development Planning Exercise

This exercise permits students to apply the concepts learned in this course in planning a development model. Organize groups and assign one country in each group, making sure the countries are a cross-section of the world community. You may wish to use the same groups that worked on Development Issues. (See Unit III, p. 54.) The group will design a development model for each nation based on researched data, taking into account the elements and constraints of development in the country. Each group will prepare a report which should include:

a. statement of major development problems in the country
b. list of alternative policies to address these problems
c. recommendation of a set of policies
d. reasons for recommendation

Each group will report to a congress of all groups and discuss recommendations. In the general discussion, encourage students to use their knowledge of development issues in evaluating the policies of each group. You may wish to compare, in class, student recommendations with actual development policies of the nations. You may also wish to have the students write an essay summarizing the recommendations of their group.

Option:
For Activity #3, you may prefer to have the class design a development model for <u>one</u> country. The groups would then represent different areas of development--rural and agricultural development, industrialization, trade, aid, investment, self-reliance, education of the public, social reform--or different ministries within a government--agriculture and mines, defense, finance, etc. The congress of groups would then work out a general development policy for the country.

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Susan J. Hall
The African-American Institute
833 United Nations Plaza
New York, NY 10017
A resource center with information, bibliographies and publications on Africa.

Ag World. One year, 11 issues, $15.00.
Order from:
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Washington, D.C. 20523
A monthly periodical with articles and information on development issues, primarily those in which AID is working. Formerly called War on Hunger, the magazine now covers such issues as forestation, women in development and agricultural development.

Alger, Chadwick F. A World of Cities or Good Foreign Policies Begin at Home. A Report to the Charles F. Kettering Foundation. Mershon Center, Ohio State University, June 1976. $1.00.
Order from:
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Aspen Institute for Humanistic Studies in International Affairs. The Planetary Bargain: Proposals for a New International Economic Order to Meet Human Needs. 1975. Report, $1.00.
Order from:
Aspen Institute
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P.O. Box 2820
Princeton, NJ 08540
The report of an international workshop in Aspen, Colorado, July 7 - August 1, 1975, which discusses the issues and choices in forming a new international economic order.

Barraclough, Geoffrey. An Introduction to Contemporary History. New York: Basic Books, 1968. $9.50.
Order from:
Basic Books, Inc.
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A detailed discussion of the new realities of global politics. Excellent overview of the subject.

Brown, Lester R. The Twenty-Ninth Day. New York: W.W. Norton & Co., 1978. Paperback, $3.95.

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The book uses a French riddle about a lily pond to describe the necessary accomodation of human needs and numbers to the earth's limited resources. The most recent book by a well-known expert in global issues can be used by students or as an introduction to the issues.

_____. In the Human Interest. New York: W.W. Norton & Co., 1974. Paperback, $2.95.

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An interdisciplinary approach to population study which connects population growth with affluence, food, environmental stress and population policies.

_____ and Erik Eckholm. By Bread Alone. New York: Praeger Publishers, 1974. Paperback, $3.95.

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An excellent presentation of the global food problem, covering the history and geography of malnutrition, the ecological basis of the food system, the Green Revolution and unconventional food sources.

Burns, Robin, ed. Voices from Other Cultures. Sydney, Australia: Australia and New Zealand Book Company, 1975.

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A collection of readings, articles and poems from people around the world, particularly in Southeast Asia, on topics related to development. A source book for student readings in cross-cultural awareness.

Calderwood, James D. The Developing World: Poverty, Growth and Rising Expectations. Glenview, Illinois: Scott, Foresman and Company, 1976. Paperback, $3.53; teacher's guide, $.99.

Order from:
Scott, Foresman and Company
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The high school text with teacher's guide covers life in the developing world, resources, population, economic growth, technology, planning, aid and the environment. Maps, statistics and photographs are included in this very good basic text.

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Catchpole, Brian. A Map History of the Modern World. Second Edition. London: Heinemann Educational Books, Ltd., 1974. Paperback, $3.50.

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Center for Teaching International Relations (CTIR).
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List of publications and teaching materials.

Cleveland, Harlan. The Third Try at World Order. Philadelphia: Aspen Institute for Humanistic Studies, 1976. Paperback, $3.95.
Order from:
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Palo Alto, CA 94302
A lucid essay on the need to develop a world order system based neither on nation-states nor on international organizations, it ties US historical development to the needs of the Third World and suggests US policies.

Coleman, Soens and Fenton. Comparative Economic Systems: An Inquiry Approach. New York: Holt, Rinehart & Winston, Inc., 1974. Book, $6.84; multi-media kit, $135.52.
Order from:
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A concise yet comprehensive study of economic interdependence, international payments, world trade, inflation, debt of the developing countries and energy problems. Excellent charts and graphs suitable for classroom use.

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A diary of life in a favela (slum) in São Paulo, Brazil. Suitable for student reading.

Eckaus, Richard S. Appropriate Technologies for Developing Countries. Washington, D.C.: National Academy of Sciences, 1977. Paperback, $6.25.
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National Academy of Sciences
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Washington, D.C. 20418
A thorough, balanced discussion of appropriate technology. The overview and summary could be read by students; the rest is more suitable for teacher reference.

Eckholm, Erik. Losing Ground: Environmental Stress and World Food Prospects. New York: W.W. Norton & Co., Inc., 1976. Paperback, $3.95.
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The Worldwatch Institute book discusses food production, land destruction, deforestation, firewood shortages, irrigation systems, fisheries and the politics of conservation.

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A compendium of ideas and approaches to teaching about the ecological crisis with ideas, objectives, resources and teaching methods.

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A recent listing of books, articles and audio-visual materials about India. ERC also has bibliographies of Indian and Asian literature.

Emecheta, Buchi. Second-Class Citizen. New York: Braziller, 1975. Paperback, $6.95.
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A book about Africa by an African author, which can be read by students for cross-cultural awareness.

English, Paul Ward. World Regional Geography. New York: Harper's College Press, 1977. Hardcover, $15.00.
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A teacher reference on attitudes about Asia and their roots, with practical ideas and sources for classroom materials.

_____, ed. Learning About Peoples and Cultures. Evanston, Illinois: McDougal, Littell and Company, 1974.

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A very useful, secondary level text on cross-cultural awareness and understanding. It encourages Americans to look at their own attitudes and values, and to respect those of other peoples and cultures.

Fessenden, Nicholas B. The Impact of the Industrial Revolution. New York: Harcourt, Brace Jovanovich, Inc., 1978. Textbook and teacher's guide, $6.00.

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Ford, Richard B. Tradition and Change in Four Societies. New York: Holt, Rinehart and Winston, Inc., 1974. Text, $7.56.

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Global Education Outreach Project, Grand Rapids Public Schools. Off the Shelf: A Teacher's Guide to Global Education. May 1978. Free paperback.
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Grand Rapids, MI 49503
A bibliography and listing of books, newsletters, films, publishers' addresses, foreign embassy addresses, and foreign language materials.

Goulet, Denis. Looking at Guinea-Bissau: A New Nation's Development Strategy. Overseas Development Council Occasional Paper #9. 1978. Booklet, $2.50.
Order from:
Overseas Development Council
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Washington, D.C. 20036

Goulet describes and analyzes the strategy chosen by the small, resource-poor African nation of Guinea-Bissau. A good reference for the development planning section of this curriculum.

_____. The Uncertain Promise: Value Conflicts in Technology Transfer. Washington, D.C.: Overseas Development Council, 1977. Paperback, $5.95.
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Heilbroner, Robert L. and Aaron Singer. The Development of American Economic Life. New York: Harcourt, Brace Jovanovich, 1978. Paperback, $4.95; teaching guide, $1.50.

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International Labour Organisation. Employment, Growth and Basic Needs: A One-World Problem. New York: Praeger Publishers, 1977. Paperback, $3.95.

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A discussion of employment, income distribution and basic human needs, plus a survey of national and international strategies for meeting basic needs. Suitable source for student readings.

James, Leonard F. Rivalry, Reason, and Revolution; Industrialism, Imperialism, and War; The Western World Today. Paperbacks, $3.51, $3.51 and $4.86, respectively.

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Jones and Murphy. Geography and World Affairs. Fourth Edition. New York: Rand McNally and Company, 1976. Hardcover, $11.07.
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The text is for 7th and 8th grades, but could be used in 9th grade, as well. Includes man's adjustment to and modifications of his environment, and the relationship between geography and present world situations.

Latour, Lawrence W. Inquiry Experiences in Geography. Lexington, Massachusetts: Ginn and Company, 1973. Paperback, $3.85.
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Vignettes of life in a small peasant village, a slum tenement, a working-class housing project and an upper-class residential district.

Macmillan Publishing Company, Inc. Geography in an Urban Age, 1970, sample kit, $7.95; Geography and Development: A World Regional Approach, 1971, hardcover, $13.46.
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The first is a multi-media course with six units on Geography of Cities, Manufacturing and Agriculture, Cultural Geography, Political Geography, Habitat and Resources, and Japan. The second discusses economic development by world regions.

McHale, John. World Facts and Trends. Second Edition. New York: Collier Books, 1972. Paperback, $2.95.
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The book contains very good graphs on a number of subjects. Good reference and source of graphs for classroom use.

_____ and Magda Cordell McHale. Basic Human Needs - A Framework for Action. New Brunswick, New Jersey: Transaction Books, 1977.
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A careful definition and assessment of basic human needs, and a discussion of strategies for meeting them. Good source of data and graphs for the teacher or student research.

Meadows, Meadows, Randers and Behrens. The Limits to Growth. New York: Universe Books, 1972. Paperback, $2.75.
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The report for the Club of Rome examines the idea of exponential growth and the earth's interlocking systems, as well as the idea of imposing limits on consumption of goods and the size of the human population.

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Information and bibliographies on the Middle East.

Nash, Manning. Machine Age Maya: The Industrialization of a Guatemalan Community. Chicago: Phoenix Books, 1967. Paperback, $1.95.
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This field study of an Indian mountain community which has successfully adapted to the operation of a textile mill in its midst, can be read by high school students.

National Academy of Sciences. In Search of Population Policy: Views from the Developing World. 1974.
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Views of Third World experts on the population problem, its causes, and alternatives for dealing with it in Asia, the Middle East and Africa.

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_____. What's the Use of Land?. October, 1976. Booklet, $1.45.
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This secondary school social studies project outlines the uses of land and provides a basis for study of land use in development.

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Write for catalogue of films, filmstrips, globes and maps.

Newsweek, Educational Division. Economics and the Global Society; Geography and Society; How Nations Are Governed. Filmstrips, $79.95, $89.95 and $89.95, respectively.
Order from:
Newsweek, Educational Division
444 Madison Avenue
New York, NY 10022
The first filmstrip discusses the rich-poor gap and the global economic system; the second covers economic and cultural geography; and the third is part of a multimedia kit on ideology and politics.

Ngugi, James. The River Between. London: Heinemann Educational Books, Ltd, 1965. Paperback, $2.00.
Order from:
Heinemann Educational Books, Inc.
4 Front Street
Exeter, NH 03833
This book on Africa by an African author could be used to acquaint students with a Third World perspective.

Organization for Economic Co-operation and Development. The OECD Observer. One year, 6 issues, $6.25.
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Magazine of the transnational group of the 24 richest industrialized nations. Good charts and statistics, and short articles on development.

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Oxfam-America, Inc. Aid Committee Game. Simulation game, $5.00.
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After reading a brief overview of one of 12 countries in Africa and South America, students decide their development funding priorities. Grades 7-12. Oxfam also has information on world hunger and food production.

Oyono, Ferdinand. Boy!. Translated by John Reed. New York: Collier Books, 1970. Paperback, $1.25.
Order from:
Macmillan Company
866 Third Avenue
New York, NY 10022
For cross-cultural awareness, a book by an African author.

Palango, Peter K. Dying in the Sun. London: Heinemann Educational Books, 1969. Paperback, $1.75.
Order from:
4 Front Street
Exeter, NH 03833
As the above book, a student reading for cross-cultural awareness and an African perspective.

Parmer, J. Norman et al. People and Progress: A Global History. River Forest, Illinois: Laidlaw Brothers, Publishers, 1978. Hardcover, approx. $12.00.
Order from:
Laidlaw Brothers
Thatcher and Madison
River Forest, IL 60305
A very good world history text that examines traditional and modern societies in Asia, Africa, Europe, the Middle East and North and South America. Secondary level with teacher's manual, it could be used as a teacher reference for global studies.

Peattie, Lisa R. The View from the Barrio. Ann Arbor, Michigan: University of Michigan, 1970. Paperback, $1.95.
Order from:
University of Michigan Press
Ann Arbor Paperbacks
615 East University
Ann Arbor, MI 48106
A study of economic and socio-cultural change in a small neighborhood of a developing city in Venezuela.

Population Reference Bureau, Inc. Options: A Study Guide to Population and the American Future. 1973.
Order from:
The Population Reference Bureau, Inc.
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Washington, D.C. 20036
A discussion of the elements of the population issue, primarily in the US. Excellent learning activities, such as calculating growth rates and immigration. Also lists references and films.

Poxon, E.M. and J.D. Poxon. Visual Geographies Series. Oxford: Pergamon Press. Paperbacks, $2.75 each.
Order from:
Wheaton Books
Pergamon Press
Maxwell Park
Elmsford, NY 10523
In 8 paperbacks, the authors examine the problems of pollution, population, food and poverty, outlining possible solutions.

Reischauer, Edwin O. Toward the 21st Century. New York: Alfred A. Knopf, 1973. Paperback, $2.45.
Order from:
Random House, Inc.
201 East 50th Street
New York, NY 10022
A general introduction to global interdependence and education in global issues. The author traces the emergence of a world community and outlines the education that will prepare students for life in this community.

Rogers, Diane P. et al. Inside World Politics. Rockleigh, New Jersey: Allyn and Bacon, Inc., 1974. Paperback, $4.50.
Order from:
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Rockleigh, NJ 07647
A high school text that uses a thematic approach to politics with primary source readings. Chapters are on political systems, development, nationalism, internationalism and prospects for the future. Good source of short readings.

Sadlier, Inc. People of Latin America; People of New Africa.
Order from:
W.M. Sadlier, Inc.
Oxford Books
11 Park Place
New York, NY 10036
Case studies of development. Also write for map packs.

Schultz, Mindella. Comparative Political Systems. Revised Edition. New York: Holt, Rinehart and Winston, Inc., 1974. Paperback, $6.60.
Order from:
Holt, Rinehart and Winston, Inc.
383 Madison Avenue
New York, NY 10017
A secondary level text with a teacher's guide and optional audio-visual kit, which compares political systems in the US and USSR and discusses political decision-making.

Sewell, John W. and the Staff of the Overseas Development Council. The United States and World Development: Agenda 1977. London: Praeger Publishers, 1977. Paperback, $4.95.
Order from:
Praeger Publishers
200 Park Avenue
New York, NY 10017

A yearly report from the ODC which suggests directions for US foreign policy. Includes a good statistical annex of comparative social and economic indicators.

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Society for International Development. International Development Review. Subscription, one year, 4 issues, by membership only, $25.00.
Order from:
Society for International Development
1346 Connecticut Avenue, N.W.
Washington, D.C. 20036
The quarterly reviews ideas and trends in development

Stoker, H. Stephen. Energy: From Source to Use. Glenview, Illinois: Scott, Foresman and Company, 1975.
Order from:
Scott, Foresman and Company
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Glenview, Illinois 60025
Discusses technical problems and advantages of different energy sources; tables and graphs included. Chiefly a US focus.

Texas Program for Educational Resources on Asia (TEXPERA).
Write:
TEXPERA
Center for Asian Studies, SSB 310
University of Texas
Austin, TX 78712
Write for annotated bibliographies and fact-sheets on Asian countries, especially India.

Tinbergen, Jan. RIO: Reshaping the International Order. New York: E.P. Dutton & Co., Inc., 1976. Paperback, $4.95.
Order from:
E.P. Dutton & Co., Inc.
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New York, NY 10003
The economies of the industrialized West, the centrally-planned and the Third World countries are examined with a view to developing a new strategy to ensure the satisfaction of individual and collective needs. Suitable as a teacher reference.

Truran, H.C. A Practical Guide to Statistical Maps and Diagrams. London: Heinemann Educational Books, 1975. Paperback, $3.25.
Order from:
Heinemann Educational Books, Inc.
4 Front Street
Exeter, NH 03833
A technical guide to making statistical maps and graphs of different sorts - bar graphs, pie charts, proportional maps, etc. This upper secondary level text includes exercises and a good range of global data in its examples. Good teacher resource for maps skills or in a math course.

Turnbull, Colin. The Lonely African. New York: Touchstone Books, 1968. Paperback, $2.95.
Order from:
Touchstone Books
Simon & Schuster
1230 Avenue of the Americas
New York, NY 10020
A series of sketches of modern Africans, from powerful leaders to the dispossessed of the great cities.

Tyler, I. Keith. Television for World Understanding. Washington, D.C.: National Educational Association, 1970. Paperback, $1.50.
Order from:
National Educational Association
1201 16th Street, N.W.
Washington, D.C. 20036

Discusses the relationship between television and international understanding, and the plans to use TV to improve world understanding.

United Nations. United Nations 16mm Film Catalogue, 1975-6. Free booklet.
Order from:
United Nations
Radio and Visual Services Division
Office of Public Information
New York, NY 10017
A catalogue of films by and about the United Nations and international issues.

United Nations Association of the United States of America. Science and Technology in an Era of Interdependence. 1975. Paperback, $2.00.
Order from:
UNA/USA
345 East 46th Street
New York, NY 10017
Reviews the ways in which technology increases interdependence, and the areas of concern in which international technological cooperation is necessary, and recommends national and international policies. Suitable for student use, with several good graphs.

United Nations Development Programme (UNDP).
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UNDP
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The UNDP is a source of information on development topics, particularly on UN development assistance. Write the Division of Information for a list of publications, which includes The Gondwana Factor, a summary of development issues, and a series of Development Issue Papers on industrialization, technology transfer, tariffs, etc.

United States Department of Commerce. Historical Statistics of the United States, Colonial Times to 1970. Bicentennial Edition. Washington, D.C., 1975. Two-volume hardcover set, $25.00.
Order from:
Superintendent of Documents
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A thorough set of historical statistics on various aspects of the US economy and society through history.

United States Department of Energy. List of Publications.
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All the materials on the list are free, and many are quite useful. Among the best: Energy in Focus: Basic Data and Factsheets on Alternative Energy Sources, for references for student reports; Award Winning Energy Education Activities and The Energy Challenge, for teaching about energy.

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University of the State of New York. The Challenge of Indian Fiction in English; India Through Literature: An Annotated Bibliography for Teaching India.
Order from:
University of the State of New York
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Cultural Education Center
Empire State Plaza
Albany, NY 12230
Two guides to Indian literature for secondary schools and colleges.

Vernon, Raymond. Storm Over the Multinationals: The Real Issues. Cambridge, Massachusetts: Harvard University Press, 1977. Hardcover, approx. $12.50.
Order from:
Harvard University Press
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A detailed examination of the MNC and its impact on the developing world. Suitable for teacher reference.

Vincent, Jack E. A Handbook of the United Nations. Revised Edition. Woodbury, New York: Barron's Educational Series, 1977. Paperback, $3.75.
Order from:
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A survey of the principal organizations and functions of the United Nations, with items alphabetically arranged.

Ward, Barbara. The Home of Man. New York: W.W. Norton & Co., Inc., 1976. Paperback, $3.95.
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Basic historical background and current conditions in urbanization; an analysis of possible solutions in developed and developing countries. Student research or teacher reference.

_____ and Rene Dubos. Only One Earth: Care and Maintenance of a Small Planet. New York: W.W. Norton & Co., Inc., 1972. Hardcover, $6.00.
Order address same as above.
An unofficial report for the UN Conference on the Human Environment. Comprehensive and balanced, the report covers interdependence, energy, pollution, land use, development and development policies. Suitable for students and teachers.

Washington State Office of Public Instruction. Energy, Food and You. First Draft, 1977. Paperback, $5.00.
Order from:
Christina Peterson, Coordinator
Energy, Food and You Program, E.S.D. #121
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Seattle, WA 98155
An excellent interdisciplinary curriculum guide for secondary schools, with ideas on global food problems, energy and resource use. Full of good data and interesting lesson activities in a number of disciplines.

Windmiller, Marshall, Zenger Productions. Imperialism. 1972.
Order from:
WMZ Productions
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Culver City, CA 90230
Sound-filmstrip on imperialism.

Wood, Jayne M. Directory of Resources on Global Education. Washington, D.C.: Interorganizational Commission for International/Intercultural Education, November 1977. Paperback, $2.50.
Order from:
Overseas Development Council (I.C.I.E.)
Attn: Jayne Millar Wood
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A comprehensive directory of agencies and organizations offering materials and services in global education.

Workshop on Alternative Energy Strategies. Energy: Global Prospects, 1985-2000. Carroll L. Wilson, Project Director. New York: McGraw-Hill Book Company, 1977. Paperback, $6.95.
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Very readable booklets on global issues such as population, environment, food, energy, security, etc. For student or teacher reference on issues.

Yager, Joseph A. et al. Energy and US Foreign Policy. Cambridge, Massachusetts: Ballinger Publishing Company, 1974. Paperback, $17.50.

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Cambridge, MA 02138

A discussion of the world energy situation in the light of US foreign policy. Includes the effect of oil prices on international finance and security, and the problems of nuclear energy and proliferation. Good for teacher reference or student research.

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